Research Project on

A STUDY OF CURRENT STATUS OF SOCIAL WORK EDUCATION IN KARNATAKA

Submitted to

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Submitted by

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DECLARATION

I declare that the research project entitled: ***'A Study of Current Status of Social Work Education in Karnataka'*** is the original work carried out by me and submitted to the University Grants Commission as a fulfilment of Emeritus Fellowship (vide Fellowship Award Letter No. F.6-6/2017-18/Emeritus – 2017-18-Gen-9973/ (SA-II), dated: 7 April 2017). Further, I declare that there is no conflict of interest in undertaking this work.

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PREFACE

Social work is a value-based profession which evolved with a sound knowledge and skill base. The focus of social work services is always on the well-being of people. Trained professionals in social work both from bachelor's and master's cadres, are in great demand in India, given its social realities. The journey of social work education in India reflects a vertical growth in terms of absolute number of schools offering master's degree programme in social work. The speed at which the growth is taking place augurs well from the point of view of its recognition and acceptance, while at the same time, it is also a cause for alarm. The trend is found to be more in favour of establishing schools without making any need assessment.

The present investigation is aimed at understanding the status of social work education in Karnataka. The key stakeholders – the Schools of Social Work, faculty members, students, agency field work supervisors and senior social work professionals – have been taken as subjects of study. Major issues of curriculum, including, courses, field work practicum and project report, have been studied from the view point of consumers of social work education.

The major strength of the research investigation is individually visiting most of the schools of social work within the administrative purview of 12 state universities. The visits to schools of social work helped in gathering more direct and valuable information on the academic aspects and the views of faculty members and students. Observations of physical outlay, infrastructure and the system of working have been made. This report of the study is expected to provide necessary impetus for the future development of social work education in Karnataka. The researcher believes that the ultimate goal of social work education is to transform a lay

person in social work into a professionally competent and socially acceptable human service professional.

The report comprises six chapters. In Chapter I, a brief introduction to social work, social work education, and scope of social work services is provided. Chapters II and III contain issues concerned with curriculum development, as well as a brief review of literature on social work education. Chapter IV focuses on the academic programme. The scenario of social work education in general, and that of Karnataka in particular, has been highlighted under Section A. A detailed presentation on the methodology of the present investigation is made under Section B.

Chapter V refers to the results of study and the discussion there of. This chapter mainly covers the methodology of the study in an abridged form; observations made during the visits of the researcher and on the basis of discussion with faculty members and other related professionals/practitioners. The results are presented in tabular form followed by discussion. The presentation of data follows a sequence – Schools of Social Work represented by the chairperson/head, faculty members, final (second) year MSW students, agency field work supervisors, and senior social work professionals. Further, the results are discussed at length with stakeholders in the form of 2 one-day seminars, held at Vijayapura and Mysuru respectively. The proceedings are given in the form of separate reports and are placed as the last part of the chapter.

Chapter VI constitutes the conclusion part of the report. This includes major observations of the study and suggestions offered. Further, the tools used for data collection are appended.

I am very grateful to the University Grants Commission, New Delhi, for having selected me as Emeritus Fellow and provided all the necessary support in helping me undertake this empirical work.

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CHAPTER I
SOCIAL WORK AND SOCIAL WORK EDUCATION

1.1 Introduction to Social Work

The term **social work** has been widely used in literature and in day-to-day conversations referring to service. Even today social work is known as selfless service rather than being identified as an academic programme. Social work professionals are concerned that **social work** and **social worker** are not protected titles in India and that they are in usage without any clear description. Confusing and inaccurate public image also contributes to the misconception of social work and the person who is engaged in it. In general parlance, the terms **social work** and **social worker** are referred to as 'welfare work' and a 'good Samaritan/helpful person' respectively. Any person with good personal background and with public-spirited qualities is described as a social worker whether or not that person has a formal qualification (Degree or Diploma) in social work, and equally any humanitarian work or provision of service can be indicated as social work.

Some professions have councils of their own to prescribe standards and to monitor and upkeep the quality of services that are associated with those professions. An engineer is one who has a formal qualification in engineering and the same is approved by appropriate authority viz. All India Council for Technical Education (AICTE). Similarly, a medical doctor is one who has at least a degree in medicine and surgery and the qualification is approved by the Medical Council of India; a lawyer is one who has a degree in legal studies and registered at the Bar Council of India which entitles him/her to practice law in law courts.

The uniqueness of social work education is that it is one of the very few academic programmes with a strong practice connection. Unlike in other developed countries, social work is not a regulated profession in India. A professional council is in operation in other developed countries to regulate the standards of social work education and practice. The existence of such

a regulated profession is good for society and equally for individual social work practitioner. It is also good for the profession when its services/benefits are visible and further, the profession itself can move in the right direction with a focus.

A sound social work education programme is one that prepares students for a defined period of time and with well-structured course content either for graduation or for post-graduation. Further, the training will have distinctive focus on practice in many need-based situations to promote and protect the well-being of individuals, groups and communities. No curriculum is final for any course. Knowledge is infinite and every professional will have to up-date his/her knowledge and skills continuously. Referring to field education, Boisen and Syers (2004) mention that it is the practice-informed knowledge that distinguishes social work from other informal forms of helping/service. The ability of a social work student to link theory with practice has to be enhanced. In this context, field work in social work education enables students to integrate theory with practice.

Further, the intensity of training enables (prepares) the trainees to acquire **knowledge,** imbibe **values,** develop **attitudes** and learn **skills** under the supervision of faculty member/s so that the trainees become pro-actively helping professionals. Stroup (1960) aptly says that social work is not a branch of any of the sciences. It has a distinctive body of knowledge of its own evolved over a period of time. Further, it has taken insights and skills from varied streams of knowledge including sociology, psychology, law, physical sciences, biology and others but the dependence is not total.

Social work is an academic subject with a unique focus on practice. This distinguishes it from many other academic disciplines. Further, the thrust of the practice is the well-being of humankind. While we endorse that social work is a young helping profession on the basis of the tasks the social workers perform and knowledge base relevant to these tasks, the fundamental tasks performed by all service professions are to understand, analyze and find solutions to

societal problems (National Association of Social Workers, 2014). Suitable illustrations for social work services include provision of psycho-social healthcare services, provision of counselling services, challenging negative discrimination, and distribution of resources equitably.

Social work as a practice profession has moved from the stage of help-rendering activity to the stage of self-help process. Modern social work has a long history with the base of humanity and philanthropy. Social work is a way of life for many progressive and like-minded persons and equally for many, social work is a unique academic subject that transforms laypersons (in social work) into professionals capable of providing scientific service to people.

The mission of social work is to provide high quality, organized human services ranging from person-centered service to society-based initiatives. The services are aimed at enabling people to lead satisfactory and productive lives and such services are classified on the basis of the stage at which the initiatives are taken viz. promotive or developmental stage (ex. initiatives aim at child development, family welfare, rural/urban/tribal development, youth development); preventive stage (ex. taking appropriate measures well in advance so as to avert a specific problems / unpleasant happenings ex. genetic counselling, stress counseling) and therapeutic stage (ex. providing services when the individual/ family/community is confronted with a problem or is in difficult situation that warrants help/service).

Social workers serve as change agents in society and in the lives of individuals and their families in situations such as prevention of dysfunction at various levels responding to crises or emergencies of varied nature, or for addressing barriers of inequalities and injustices that exist in society. Social work is a mission meant for those who consider it as a way of life and not a job to earn money. The success or effectiveness of social work intervention depends on the competencies one has or one has acquired in the course of training. From social work perspective,

competence refers to individual's knowledge, skills, and abilities, including the personality traits that directly influence the performance.

Social work is a field-based profession and an intensively human activity. It believes in helping the helpless. Help to helpless can be offered in several ways. But the most effective way is to enable the helpless to help themselves (Moorthy, 1961). With such a noble mission, a beginning in social work education was made in 1936 by the Sir Dorabji Tata Graduate School of Social Work (presently known as Tata Institute of Social Sciences). The scope of social work services are so wide that the range of services can be summarized as

a) Micro level intervention
b) Mezzo level intervention
c) Macro level intervention

Social work functions at three levels, ranging from micro to macro (or from unit level to societal level) in providing services to bring peace, harmony and development at different levels. Further, the approach of social work can be classified on the basis of the level at which services are provided. This includes promotive or development level, preventive level and ameliorative or therapeutic levels.

The fruit of social work services must be visible and then only public recognition would be possible. Much of the contribution of social workers is not reported and not available for reference in written form. The experience of seasoned social workers would be an inspiration for the young professionals to emulate. All efforts of social workers must aim at social development.

1.2 International Definitions of Social Work

A document on Global Standards for Social Work Education and Training has been brought by Vishanthie Sewpaul (IASSW- Chair) and David Jones (IFSW – Chair). The document reveals that both the International Association of Schools of Social Work (IASSW) and International Federation of Social Workers (IFSW) - a practitioner-based body had reached an agreement in July 2001 on adopting the following international definition of social work:

The Social Work profession promotes social change, problem-solving in human relationships and empowerment and liberation of people to enhance well-being. Utilizing theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.

Though the definition is a comprehensive one and is being accepted at all levels, the fact remains that social work is operationalized differently in different nations, regions and across the world. Further, global standards have been developed for social work education and training. But standards are not to be considered as rigidly to be complied with. There is always scope for change in the standards prescribed, provided healthy discussion among the professionals at different levels takes place, and right kind of suggestions are arrived at, in the best interest of the quality of social work education and training.

Sewpaul and Jones (2004) have given an elaborate view of the Global Standards for the Education and Training of Social Work Profession, adopted at the General Assemblies of IASSW and IFSW, Adelaide, Australia in 2004. The standards are listed under nine heads - The school's core purpose or mission statement; Programme objectives and outcomes; Programme curricula including field education; Core curricula; Professional staff; Social work students; Structure, administration, governance and resources; Cultural and ethical diversity and gender inclusiveness; and Social work values and ethics. Some of the standards are: Attention is to be given for the constant review and development of the programme curricula; students are to be imparted knowledge of social work research and needed skills in the use of research methods by

paying due attention to ethical conduct; clear and explicit criteria of student admission and evaluation of academic and field work performance; recognition of social work values, ethics and principles as core components.

The strength of this profession is its divisions in accordance with knowledge base and tasks performed by social workers Ex. hospital social worker, family social worker, HR executive, welfare officer in industries. The International Federation of Social Workers (IFSW) and the International Association of School of Social Work (IASSW) made a clear mention of the values of human dignity, worth and social justice. As specified by the two professional associations, social work practice rests on two values – **valuing inherent worth and dignity of all people** and **social justice**. When we say that social work is a way of life and a service profession, it means that such service is to be provided to all without any discrimination and by respecting the dignity and worth of all people. Treating every one equal, respecting the rights of people for self-determination and promoting the right to participation, considering the person as a whole which refers to recognizing all aspects of person's life, respecting uniqueness of everyone, listening to the people with attention and with concern, promoting the empowerment of individuals, groups and communities are some important issues concerned with prominent values of social work profession. The fabric of social justice includes challenging negative discrimination on the basis of age, gender, marital status, political affiliation, spiritual beliefs, recognizing and respecting ethnic and cultural diversity, distribution of resources fairly and according to need, challenging unjust policies and practices, and working towards an inclusive society. These values and issues that promote social justice are the core aspects of human service profession.

Payne (2006) has reviewed many definitions of social work and agreed that the international definition gives a complex picture than the definitions reviewed through other sources. He had mentioned that the definition is very authoritative and contains three elements

of social work that are inseparable from each other: social change (transformational objectives), individual problem-solving (social order perspectives), and empowering and liberating people and enhancing their well-being (therapeutic objectives). This also contains two areas of knowledge and understanding which are considered to be important - both psychological and social understanding (knowledge and understanding of both psychology and sociology); and two areas of concern about values relevant - human rights and social justice.

The standards prescribed are applicable to all schools of social work functioning in the world and hence, the usage of the term **global** is more appropriate. The scope of the definition of social work is widened overtime and the following is the revised definition with a few additions approved by the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work (IASSW) at their General Assembly in July 2014:

Social Work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance well-being.

The above definition may be amplified at national and / or regional levels.

1.3 Social Work Education

Social Work Education: The purpose of academic programme in social work (BSW/MSW) is primarily to prepare young persons who take up social work as a mission and who wants to lead the life of a human service professional. The training of social work is such that the students share common professional identity and all work for common purpose with a unified goal. The structure of academic programme at MSW level is such that the **course content** is unified with **field work**. Both are fused together in such a way that for their acquisition very sincere efforts of students are required in the form of **hard work**.

Social work is a value-based profession and the trained social workers perform their work on the basis of an informed and research-based knowledge. Such scientific knowledge and skills provide social workers with the tools to offer effective and need-based services. Social work education includes primarily three components – course work, field work and research. Course work is intended to impart the knowledge and skills necessary for a social worker to function with varied client systems. Knowledge of research and preparation of a research report / dissertation would enable students to develop scientific temperament and interest. Field work practicum provides an opportunity to apply the knowledge, skills, values and ethical aspects learnt in classroom to practical situations. In order to be effective, social work trainees work with many client groups, with many human welfare agencies, and with many professionals. Learning and doing are the core issues to convert a layman in social work into a fully trained social worker ready for providing services.

The distinguishing feature of social work education in India is that it initially commenced with a course at post-graduate (PG) level. Absence of an authority/strong professional association at national level and absence of self-regulated system at unit level resulted in uneven growth of schools of social work which offer MSW programme with less concern for quality of education. Further, some of the schools of social work are established not on the basis of proper

need assessment. The National Assessment and Accreditation Council (2005) has prescribed minimum standards to be followed for social work education. Social work academic programme includes two components - course work and field work. Both are equally important. While course work is to learn knowledge, skills and values within the classroom, field work is intended to apply that learning in practice.

Social work profession has always responded to social reality and hence, the structure of the curriculum at PG level is found to be quite flexible to suit the requirements and quality of learners, as well as to the changing reality. Exposure to field work provides an opportunity for the trainee (student) to integrate theory and practice. Fieldwork is not limited to social work curriculum. Training in helping professions including medicine, nursing, and law have field work component with different nomenclature. A strong field work exposure would speak of the high quality of professional education. Society can expect better quality services only from well trained professionals. The important challenges are – the gap that exists between the school and the agency in the planning, implementation and feedback of field work related matters, less involvement of practitioners in academic activities, absence of field projects or research projects which involve joint efforts of agency and school, coordination of field work agency supervisor, field work faculty supervisor and student, and lack of complete objectivity of assessment of performance of students in field work practicum.

Social work is seen as a service activity in the initial years and became a field of academics later. It can aptly be termed as a practice profession and the practice being either a helping activity, a social activity, or a liaison activity. Social work education includes two major components – course work and field work. Both the components carry equal weightage and field work is as important as course work. Converting a raw graduate into a well-informed, talented and skilled professional committed to provide value-based services requires exposure to a well-structured curriculum, guidance from dedicated faculty members, and learning in a pro-active

environment. In addition, involvement in a planned and evidence-based practical work focusing on the proper transfer and application of competencies (mainly the knowledge, skills and values) that are being acquired in the class-room situation to real situation is important. This is possible only when a student is exposed to right kind of field work during the two-year Master's Degree Programme in Social Work.

Social work education has the primary goal of preparing the students for professional career through well-defined course content. The curriculum largely comprises course work, field work and research. Learning and developing competencies, required to become professional in a span of two year master's degree programme, require a pro-active academic atmosphere in the school and a sound practical exposure in the field.

Standards for social work curriculum and other related aspects are specified by NAAC keeping in view the integration of knowledge objectives, attitude objectives, and skill objectives of social work education. It is appropriate to take stock of present position of social work education at PG level through feedback from stakeholders as well as observation of existing ground reality.

Providing best quality education is not only the primary responsibility of the educational institution but also its ethical responsibility. People want quality services and this is possible only if the institution aims at imparting quality education so as to prepare the human capital that is required to serve the society.

1.4. Stakeholders of Field Work Practicum

The term ***field work*** has unique significance in social work education. A strong and effective field work practicum, as the core component, differentiates social work education from many other academic programmes. Moorthy and Narayana Rao (1970) say that practical work that is prescribed for a trainee to complete in the prescribed time frame and completion of the

specific tasks can be described as field work. With a word of caution, the authors say that field work is not to be viewed as an adjunct to social work education. It is the core essence of social work academic programme. For a supervisor, field work is teaching work and for students it is learning work. Some of the functions of each of the prime stakeholders of field work practicum on the basis of ground reality are presented below in an abridged form:

1. School of Social Work: Its main functions are to**…….**

a) Prepare a list of agencies and assess the suitability of each agency for learning.
b) Develop partnership with all stakeholders of field work practicum.
c) Prepare field work practicum manual (including a set of standards for each component of field work practicum).
d) Prepare the students for placement including conducting orientation on field work practicum and on ethical aspects of profession.
e) Receive feedback from trainees and field work agency personnel for purpose of curriculum development.
f) Regular monitoring of field work of students in general, and field work performance of every student in particular.
g) Provide infrastructure and other facilities for both students and supervisors for smooth conduct of field work activities, including conduct of individual conferences and group conferences.
h) Conduct interaction programmes involving all stakeholders of field work practicum at regular intervals.
i) Initiate new policies and programmes for strengthening field work programme to respond to social situations or emergencies and encourage full involvement of trainees and supervisors.

j) Conduct examination, including viva-voce examination, on field work practicum. Make such viva-voce examination a learning experience for both the examiner and students and avoid conducting it in the conventional form of asking questions and getting responses.

k) Keep field work records of students in safe custody for a considerable period of time or as stipulated by the university.

l) Evaluate suitability of existing field work agencies for future placement and finding suitable new agencies.

2. Faculty Field Work Supervisors (Faculty Field Liaison): The faculty field work supervisor is a post graduate in social work with considerable years of experience. The supervisor's functions include:

a) Placement of students according to ability and interest of students and requirements of agency. Prepare educational plan for each student according to his / her ability, interests and personality.

b) Monitor ethical and professional behaviour of trainees.

c) Assess progress of trainees in terms of application of knowledge, skills and values in field situations.

d) Synthesize course work and practice through the conduct of seminars, individual conferences, group conferences and other similar assignments.

e) Conduct joint conferences with agency supervisor and student to review the progress of performance and to plan future work.

f) Resolve conflicts and problems in adjustment of trainees, if any, during supervision and address the issues properly.

g) Encourage trainees to explore new ideas for undertaking empirical work in the agency as a part of practicum. (not to use the timings of field work for data collection work of project work / dissertation).

3. Student (Field Work Trainee, Apprentice)

When students complete all learning opportunities of field work practicum in a span of two year master's programme, it means that he / she is ready for practice. As a stakeholder of field work practicum, the student is at the receiving end in terms of acquiring all needed competencies. As a student he / she is expected to observe the following stipulated guidelines:

a) Follow the guidelines and plan of field work practicum provided by the school / agency.
b) Comply with the code of professional ethics.
c) Continuously update knowledge by referring books and journals and learn varied aspects/issues concerned with field placement and have a definite plan of learning.
d) Maintain harmonious and professional relationships with functionaries of agency.
e) Apply in practice knowledge, skills, values and ethical aspects learnt in classroom.
f) Maintain professional standards, and acquire professional feedback from supervisors for improving quality of learning. Make sincere efforts in receiving formal and informal guidance from supervisors of both the school and agency.
g) Take responsibility of completing tasks assigned in prescribed time frame during the course of field work.
h) Have continuous self-evaluation with regard to performance and learning and make alterations to improve performance.
i) Termination of field work should not be abrupt and it should be completed to the satisfaction of supervisors (avoid keeping assignments unfinished).

4. Agency Field Work Supervisor (Field Liaison): The agency field work supervisor is the key professional in training the students. The functions and specific work of supervisors include:

a) Take responsibility of training students and provide conditions for learning.
b) Help to integrate theory learnt in classroom with practice in field.

c) Design, supervise and evaluate core competencies of students in practical situations.
d) Obtain periodic feedback on the performance and skills acquired and plan for future learning.
e) Evaluate performance on the field and support informal discussion. Spend enough time with the student every week and explain the professional aspects and issues.
f) Help the trainee in becoming a perfectly groomed social worker and not limited to the role of social worker of a particular agency.
g) Monitor the field work of students and make sure that they comply with rules and provisions of the agency.
h) Participate in academic programmes at different levels so as to keep abreast with knowledge and skills.

Challenges/Major Issues of Field Work Practicum: A strong field work programme is the base of effective social work education. This occupies a major part of social work education and the historical background of social work education reveals that it was started as an apprenticeship model with emphasis on doing, and deriving knowledge from the activity. Of course, social work has now moved very far from this model, and now, field work is a structured as well as well-designed programme with varied tasks that make students spend a major portion of their academic time in field work.

It is appropriate to mention that students of social work are to be treated as professionals-in-making and the end of the field work means that the student is well equipped with needed competencies and is ready to practice social work independently. The trainees (students) attend regular classes to acquire specialized knowledge, skills, values, ethical behaviour, in addition to applying scientific approach for understanding practical aspects of the profession. Students acquire subject knowledge and skills in the classroom and learn the practical aspects of the

profession in the field under the guidance of an experienced teacher in the school, and supervisor in an agency, where the students are placed for field work practicum.

Field work practicum is one of the most effective tools of social work education. This demands that students must have pro-active policies for learning and a pro-active environment for acquiring the competencies. Providing effective social work education is the responsibility that has to be shared by educators, practitioners, and agencies. The National Assessment and Accreditation Council (2005) has prepared an Institutional Accreditation Manual for Self-Study of Social Work Institutions. This had evolved as an outcome of the proceedings of the National Seminar on 'Standards of Assessment of Quality in Social Work Education', organized by the Tata Institute of Social Sciences, with the sponsorship of NAAC, from 11th to 13th November, 2003. Social work education at graduate and post-graduate levels has a definite mission and a well-defined focus. It is one of the few courses where the students learn how to apply knowledge and general principles to real situations, problems and concerns. There are many challenges of field work programme to face and to make social work education more socially relevant. Some of them are as mentioned below:

1. The extent of gap that exists between what is expected and what is in the offering in terms of both quality and quantity of field work.
2. The method of selection of agencies for field work and co-ordination with the agency and its personnel.
3. Practical exposure of faculty members to serve as effective supervisors.
4. Clarity with regard to the functions of each stakeholder of field work practicum.
5. Objectivity of field work evaluation process.
6. Calculation of field work guidance and supervision for workload of faculty members.
7. Periodical monitoring of students' field work.

8. Preparation of manuals at different levels for use of social work educators, students and agency supervisors.

1.5. Research Project

Among the helping professions in India, social work has emerged as aspiring and much sought after profession by youngsters. As an academic programme, it has completed more than eight decades of fruitful existence in attracting young talent for rendering human services. The professional social work training at PG level is structured in such a way that the trainees are expected to develop competencies to perform varied tasks or activities in course of their practice. The essential requirements of a social worker include an effective, sound and comprehensive knowledge base, especially of theory and practice, mastery of specific skills, and scientific approach to professional services.

The uniqueness of social work education in India is that initially it was established at higher (Master's) level while most conventional courses made a beginning at the graduate level. The curriculum for social work education is divided into three broader spheres (parts) – courses, field work and research project. The latter is offered as an optional or a compulsory component. In addition to class-room teaching, faculty members have to guide or supervise students in their field work programme. However, the essential aspect of training is that faculty members have to pay individual attention to every student in guiding their research projects (Desai, 1991).

Like other branches of education, social work at PG level has a theory paper on research, generally, with the title **Social Work Research and Statistics,** in the first year course of study; preparation and submission of a research project/ dissertation/project report/major project under the guidance of a faculty member in the second (final) year. The assumption is that exposure of students both to theoretical base and practical work would enable them to develop the expected level of scientific temperament to issues relevant to social work practice.

Ramanaiah and Nireekshan Singh Gowgi (2019) have made a study on the extent of involvement of faculty members (faculty supervisors for research project at MSW level) in the preparation and submission of research projects by students, and the perceptions of these faculty members with regard to different tasks involved in the process of undertaking projects. A questionnaire was administered on 83 faculty members in social work. The results indicate the existence of a pro-active approach of faculty members in guiding research projects and their perception of research project, as a component of MSW curriculum, reveal that it is a desirable exercise in acquiring skills of social work education. But 38 (45.78%) faculty members expressed that from the point of view of students, research project is a painful academic activity. Absence of effective communication skills is the main reason for perceiving the whole exercise as painful. The authors suggested that serious deliberations are to be undertaken whether to make research project a compulsory or an optional component, and about the path to be adopted in the best interest of social work profession.

1.6. Scope of Social Work Services

Social work education is a skill-based academic programme meant for those who believe in human values and for those who believe that social work is a service activity. Those who received high quality education and field work exposure are the persons who can deliver effective services. For such a talent, the scope of social work services is very large in India. Social workers are employed mostly in social, industrial, and hospitality sectors. Many social workers are freelancers serving different sections of population. It is natural that people not only want high quality service from trained professionals but also want the fruit of such services to be visible to society. Only then a profession like social work is bound to get proper recognition and become the best choice of young people to pursue a career in social work.

Social workers have been involved in the delivery of a wide range of services in different fields/ spheres. A brief overview of services is given below:

a) **Corporate sector:** as HR professionals, counsellors, industrial social workers, welfare officers, executives for providing CSR initiatives.
b) **Healthcare services:** as medical social workers, psychiatric social workers, social workers in national health projects, community health programmes.
c) **Women and child development:** as CDPOs, ACDPOs, supervisors, counsellors in family counselling centres, de-addiction centres, short-stay homes for women.
d) **Correctional institutions**: as probation officers in child and adult correctional institutions.
e) **Community development**: as personnel working in community development projects/ programmes.
f) **NGO initiatives**: either independently establishing NGOs/working as functionaries of NGOs.
g) **Teaching institutions**: as faculty members in training institutions including colleges and university departments.
h) **Research**: as research assistants, research officers in sponsored projects.
i) **Care of the aged**: as social workers in institutions meant for care of aged.
j) **Other institutions** for the care and rehabilitation of persons with disabilities.
k) Private practice as social workers either as freelancers or with other professionals.

The origin of social work, as a helping activity, can be traced to charity organizations in Europe and the US in the late nineteenth century. The beginning of providing training for volunteer workers by these organizations led to the founding of the first schools of social work and further led to the state assuming the responsibility of providing welfare to the disadvantaged (Hoiberg and Levy, 2011). Service and training co-existed in social work, like many other

helping professions. The approach of social work was found to be welfare-oriented. While mentioning the origin of social work, Patel (2016) has mentioned that the origin lay in welfare-oriented humanist approach to mankind.

The need for widening further of the scope of social work and its skill-base for effective delivery of services has always been the concern of professionals. The history of social work reveals that it was initiated as a service by persons who had the aptitude to serve humanity. It was more a practice-centered activity. Social work moved from a modest service activity to academic programme with focus on empirical work. The deep-seated brand image of social work, as a service, still prevails in the minds of people.

The journey of social work practice and education was not smooth. Social workers had to struggle for identity and for accurate public image of what social work means. Broadly, the practice of social work is at two levels – there are social workers who deal with issues at community and societal level with focus on social change and collectivity-centred. This can be termed as macro approach **and** there are many who confine to micro approach which is more therapeutic and person-centred. Both the levels of practice are important for social workers.

The Mental Healthcare Act provides an avenue for social work professionals to serve as psychiatric social workers only after getting a higher academic qualification with supervised clinical experience. Such persons with legally prescribed qualification have to register their names as psychiatric social workers to practice. A registered psychiatric social worker is a social work professional who has been trained, and is officially allowed to work as a psychiatric social worker. The prescription of higher qualification with needed competencies (in terms of knowledge, values and skills) and the registration are oriented towards providing high quality service at hospital-based and community-based settings, and at the micro, mezzo, and macro levels. Further, the services are extended to promotive and preventive spheres rather than being confined to hospital-based or clinic-based therapeutic services.

The prescription of qualification and registration would enable the authorities concerned in understanding the size, composition, and distribution of manpower available in the country. It also promotes effective team work and sound human relations among professionals. The level of discussions, exchange of views and ability to take initiatives among professionals would also be very high. Nonetheless, the psychiatrist is the captain of the team and healthy relations among the team members would lead to delivery of high quality mental health services to population.

The academic programme of social work at Master's level is not a professional course as declared by the University Grants Commission. But, there is a strong demand from social workers and Schools of Social Work that a National Council for Social Workers be formed. In general terminology, a profession is a career that requires prescribed training and a formal qualification. According to Payne (2006), social work as a profession has the following characteristics:

a) It is a well-recognized job which people distinguish from other jobs.
b) It has useful functions in terms of help/services to people who are in need of such care and services.
c) It requires definite training at a higher education level and considerable degree of expertise.
d) It has a recognized position in all societies as an occupational group. It also has an accepted social role.
e) It has a value system that indicates the acceptance of moral responsibilities.
f) It generally implies effective and competent service.

Social work is a way of providing superior quality services to people. It is all about people and professional relationship with people. Social workers are accountable to the system for providing quality service. In India, social workers are functioning in different sectors as service professionals.

Psychiatric social work, as an academic subject comprising experiential and applied learning, has been well recognized in the Mental Healthcare Act, 2017. The Act is applicable to the whole of India and it received the assent of the President of India on the 7 April, 2017. The seventh day of April is also observed as World Health Day. Mental healthcare demands a team approach comprising mainly psychiatrist, clinical psychologist, psychiatric social worker, psychiatric nurse and other professionals. This is probably the first time that the academic qualification required for psychiatric social worker is being formalized.

The relevant sections of the Act are:

Section **2-1-X** of the Act states that psychiatric social worker means a person having a post graduate degree in social work, and a Master of Philosophy in Psychiatric Social Work, obtained after completion of a full time course of two years, which includes supervised clinical training from any university recognized by the University Grants Commission, established under the University Grants Commission Act 1956 or such recognized qualifications, as may be prescribed.

Further, under Section **34 (1) f** of the Act, one psychiatric social worker having at least fifteen years of experience in the field, should be nominated by the Central Government as member of Central Mental Health Authority, and under Section **46 (1) i** one psychiatric social worker having at least fifteen years of experience in the field, to be nominated by the State Government as member of State Mental Health Authority.

Under Section **43 (1) d,** a national register of clinical psychologists, mental health nurses and psychiatric social workers based on information provided by all State Authorities of persons registered to work as mental health professionals for the purpose of the Act should be maintained and publish the list (including online on the internet) of such registered mental health professionals.

Under Section **55 (1) d,** the state authority shall register clinical psychologists, mental health nurses, and psychiatric social workers in the state to work as mental health professionals, and publish the list of such registered mental health professionals in such a manner as may be specified by the regulations of the state authority.

For the position of medical social worker, there exists no clarity regarding the functions of social worker, as well as the qualification prescribed. Accordingly, the medical social workers are working under different nomenclatures with different qualifications, ranging from MSW or post-graduate degree in other related disciplines to BSW or graduates in other related disciplines. In certain organizations, the nomenclature is changed to **social guide/social workers** instead of **medical social workers**. The position of social workers in terms of professional identity and remuneration is not up to desired levels. Many of these professionals are silent sufferers as there is no professional recognition accorded to them, and the absence of support from professional bodies is more evident now than ever before.

The status of professionals serving in the position as welfare officers/labour welfare officers (or similar titles), HR executives (or similar titles), IR professionals is better and attractive too. No mandatory qualification is prescribed for any of the above positions and the prescribed qualification varies from state to state and from public to private sector. The possibilities are a) MSW qualification or other prescribed qualification, b) MSWs are preferred, if the persons holding the top managerial/middle management positions of the firm are from MSW background and their professional affinity is on the high. Opportunities are fairly good for those who have good communication skills and possess the aptitude to serve as HR/labour welfare/IR professionals. Further, the pay and perks are fairly attractive for professionals in corporate world as compared to persons of other fields of social work services. Hence, the interest of most of the students is to find placement in this field.

The positions of counsellors in family counseling centres, counsellors in short-stay homes, de-addiction centres, AIDS prevention projects and other similar positions are for social work professionals. Even here too, MSW is the prescribed qualification but persons with other academic qualification like MA/M.Sc Psychology/MA Sociology/MA Women Studies are equally eligible to provide services. A good number of professionals are on the job with moderate pay package and other perks. But, for a professional who has intentions to grow in the field, this position may not provide the needed boost.

The positions of community development professionals and managers/founders of NGOs attract young professionals. The scope for social work services in NGO sectors and community development projects is very wide. Many social workers are successful in running NGOs, or undertaking similar social service activities. The sustainability or long-term placement of professionals in this field is challenging and there are instances of many dropping out of services, and change their professional route to other fields that provide stability and attractive pay package.

Correctional institutions like observation homes, juvenile homes, state homes for women, district shelters, prisons and similar institutions being administered by the state, provide opportunities for social workers to function as social workers, case workers (in the past), probation officers and superintendents. The positions demand MSW qualification or other similar qualifications like MA Sociology/M.Sc Food Science and Nutrition. The positions are of the choice of social workers. Further, pay scales and position in the hierarchy are attractive. The selection is through a written test followed by personal interviews.

Women and child development as a unit of service is the choice of many social work professionals. The recruitment and appointment of Supervisors, ACDPOs, Child Development Project Officers (CDPOs) of Integrated Child Development Services (ICDS) scheme are open for social work graduates (BSW) for positions of supervisor; persons with MSW or other post

graduate degrees in Food Science and Nutrition, Sociology are eligible for higher positions. Salary and other service conditions are very attractive, and selection is through a written test, followed by personal interviews.

It has been observed in recent times that more and more candidates with MSW qualification appear for NET/JRF of UGC and/or SLET to work for Ph.D., to serve as faculty members in social work either in colleges or universities. There are many who are working for Ph.D. on a full time basis/serving as guest faculty/faculty on clock hour basis in colleges and universities/working on a full time basis in first grade colleges. A good number of such candidates have been recruited by the Government of Karnataka as faculty members of under-graduate colleges. While most of the faculty members working as guest faculty possess MSW qualification, there are a few who have not cleared UGC-NET/SLET of Karnataka State. The situation is so grave that some of the persons with Ph.D. degree are serving as guest faculty members for years, and some have even left the teaching profession finding it difficult to make ends meet.

There are a few social work professionals serving as research personnel in projects, and in action projects of Government/National and International NGOs; functioning as youth club, women's club coordinators, and coordinators of Nehru Yuvak Kendras and Youth hostels. There are very few who work as freelancers (self-employed and extending services to organizations when offers come their way).

There are a few who have changed the professional life route by acquiring another degree viz. LLB, B.Ed. etc. They are functioning as practicing advocates or serving as teachers in schools by upgrading their credentials so as to be more competitive in the job market. A good number of post-graduates in social work moving to other countries for employment. Among them, a majority work as medical social workers in hospital settings, and a few are in the teaching field.

In the absence of a strong professional affinity, the whereabouts of a majority of social work post-graduates is not known. There are many gainfully employed in professions distantly related to social work. Some remain as social activists campaigning for positive changes in society, and social analysts carrying out detailed analysis of social issues. The optimism of some social analysts with regard to the future of social work is elaborated by Bell (1983). The author has pointed out three trends that would impact social work. They include a) bi-professionalism, which refers to obtaining a second degree in a discipline complimentary to social work to improve practice opportunities; b) computer capability which improves research avenues, and c) entrepreneurial social work to upgrade the competencies so as to be competitive in the job market.

CHAPTER II
CURRICULUM DEVELOPMENT FOR SOCIAL WORK EDUCATION

The first review committee for social work education in India was appointed by the UGC in 1960 and its report was submitted in 1965. Some of the recommendations made by the committee were: a) Social work, as a qualification, be made a requirement for employment where social work service is a major component, b) A pass in field work component is necessary, and field experience during study tours, observation visits is important.

The second review committee was set up in 1975 with Dr. Armaity S. Desai as the convenor. The recommendations include: a) Recognition of curriculum development as the key issue b) Establishment of National Council for Social Work Education c) Establishment of new institutions in areas where opportunities for employment are higher.

A Curriculum Development Centre was set-up at the Tata Institute of Social Sciences in 1986, primarily with the task of reviewing the existing curriculum for UG and PG programmes in social work and to develop a curriculum at the above mentioned levels. It was observed that there was no similarity in input for the programmes in terms of type of courses offered or the content of the courses and field work training programme.

Lack of similarity in the course content, and field work training programme was observed both in the undergraduate and post-graduate programmes in India (Report of the CDC in Social Work Education, UGC, 1990). Field work practicum occupies a central part of social work education since the early days of the profession. In curriculum development process, the place of field practicum is at the core. But unfortunately, the status of field work has been considered that of a necessary adjunct i.e., something which occupies a lower status to theory component.

Social Work Profession - Curriculum Details for P.G Programme

A model curriculum for Social Work Education as a subject was prepared by University Grants Commission (2001). The curriculum at master's level is brought under different domains. The term **domain** refers to a definite sphere of knowledge. Each domain includes information, knowledge, skills, attitudes and values. The domains and their weightage in terms of course contents are given below:

1. Core domain: Title: **Social Work Profession: Theory and Practice and Socio-political Context**. This includes

I. Social Work – History and Ideologies

II. Methods of Social Work,

III. Learning opportunities of Social Work practicum.

2. Supportive domain: Title: Social Work Profession: Human Growth and Environment: This includes:

i. Human Growth and Environment,

ii. Health and Healthcare System,

iii. Rural Issues and Development,

iv. Social Development,

v. Social Policy and Planning,

vi. Gandhian Approach to Development.

3. Inter-disciplinary domain: Title: Social Work Profession: Interdisciplinary Bases. This includes:

i. Sociology and Social Workers,

ii. Political Economy and Development.

4. Elective Content: Title: Social Work Profession: Elective Content/Optional Courses. This includes:

i. Counselling: Theory and Practice,

ii. Disaster Management,

iii. Gerontological Social Work,

iv. Legal System in India,

v. Women and Development,

vi. Children in Difficult Situations,

vii. Youth Development.

The core domain occupies a larger share in educational programme as it includes the main aspects of social work including field work practicum.

Social Work Practicum is the core of social work curriculum through the following components:

1. Orientation
2. Visits
3. Structured experience laboratory
4. Rural/tribal camp
5. Study tour
6. Skill workshops for social work intervention
7. Concurrent practice learning
8. Summer placement
9. Block placement at the end of the programme

A seminar was organized by Tata Institute of Social Sciences (TISS) in collaboration with NAAC in November 2003 to develop standards in social work education for the NAAC criteria of assessment and accreditation. The outcome of seminar proceedings was brought out in the form of a self-study manual for social work institutions. This is of immense help for the

institutions to provide the benchmark for social work programmes and capacity building and prepare them for accreditation.

Keeping in view the definition and goals of social work profession, mission and objectives of social work education, the prescribed standards are grouped as:

Criterion 1: Standards for curriculum aspects
Criterion 2: Standards for teaching-learning and evaluation
Criterion 3: Standards for research, consultancy and extension
Criterion 4: Standards for infrastructure and learning resources
Criterion 5: Standards for student support and progression
Criterion 6: Standards for organization and management
Criterion 7: Standards for healthy practices

Ramanaiah (2003) had suggested the standards for excellence with respect to the organizational management of social work education in India as stated hereunder:

1. Social work organizational structure: This includes:

a. Faculty/ department/ college of social work

b. Board of studies in social work

c. Administrative structure

d. Academic structure

e. Formation of committees for allocation of management tasks

f. Participation of students, faculty, and staff in decision making

g. Planning and appraisal procedures

h. Policy planning and appraisal

i. Five- year planning and appraisal

j. Annual planning and appraisal

k. Semester planning and appraisal

2. Personnel management includes: **a.** Manpower planning **b.** Selection, promotion and retirement of personnel **c.** Promoting Human Resource Development of personnel **d.** Salary and services for personnel **e.** Annual planning, Self-appraisal, Reporting and Feed-back with Superior **f.** Leave and other service rules **g.** Grievance redressal mechanism and **h.** Financial management.

3. Special cells that cover **a.** Special cell for SC/STs **b.** Cell to combat sexual harassment.

CHAPTER III

REVIEW OF LITERATURE ON SOCIAL WORK EDUCATION

The review has been provided under two heads – a) Course work and Field work, b) Research.

A. Course Work and Field Work

In a major study of students, educators in social work, and educational process, Desai (1994) has studied 31 out of 34 institutions which existed at the time of data collection in 1975-76. The study covered 791 PG students, 170 social work faculty members, and 43 teachers who had other than social work qualification. Data were primarily collected through questionnaires. She has made several important observations:

Students

Students who were satisfied with field work had put-in more field work hours. Most of the MSW students were satisfied with the course.

Social Work Institutions:

- Majority were single faculty/ multi-faculty affiliated colleges
- More number of institutions had field projects involving one-third of their faculty members

Faculty members:

- Majority were lecturers
- Traditional methods of teaching was often used
- Only a few showed interest in undertaking research

Thomas (1996) has studied the strengths and weaknesses of schools of social work in India. He had studied 22 schools of social work situated in eight Indian States to know the existing conditions of social work education, inconveniences/ problems faced by schools of social work, and remedial measures to be taken. All the heads of schools of social work (N: 19), educators of social work (N: 79), students of social work (N: 238), and field work

personnel (N: 60), were the respondents of the study. Questionnaire method was primarily adopted in collecting data, in addition to personal interviews and observations. The results are presented under four heads.

Head of departments: The respondents opined that social work education must be visible in society. They favoured specialization pattern of education. They moderately favoured the field work input. The issue of having a national council was favoured.

Educators: Most of the teachers, chosen for the study, were lecturers. They favoured the introduction of social work education at UG level.

Students: A good number favoured specialization pattern of education. They were satisfied with the teaching methodology adopted by teachers. The relation between students and teachers was good. They expressed satisfaction with the evaluation process. Discontent was expressed more with library facilities.

Agency supervisors: Most of the agency supervisors had social work qualification. A majority felt that the duration of field work was not adequate in helping students acquire desired skills. They felt that they should be involved in the system of evaluation.

The researcher suggests adoption of proper selection criteria for admission of candidates to the course, optimization of ratio of faculty members and students, introduction of reforms in the examination system, and establishment of a national council of social work education.

Botcha (2012) has studied the problems of social work education in India. Some of the problems include **a.** lack of uniformity in curriculum prescribed at post-graduate level, **b.** lack of availability of indigenous literature, **c.** weakening of professional associations, and **d.** lack of public recognition. The author suggests that the teachers, practitioners, and learners should come together with a collective vision and mission to strengthen social work education in India.

Jyothi (2014) has conducted a study to understand the status of social work education in Karnataka. The study was aimed at understanding the present system and functioning of schools of social work in Karnataka. Data were gathered from students, chairpersons/heads/principals, social work educators and agency field work supervisors of 53 schools of social work located in Karnataka. The study reveals that the quality of social work education in Karnataka is not up to the desired level. The author mentions that qualified and experienced faculty members are very important for effective functioning of schools of social work.

While emphasizing the importance of documentation, Chougule (2017) has mentions that much of the work and experience of social work educators have not been documented and thus, field practices are not visible to the public. Further, not much empirical work has been done at higher level in the field of social work.

Uche et. al. (2014) have vividly explained the relevance of field work training in social work education in Nigeria. The primary objective of any professional education is to train students for practice. In social work curriculum, knowledge base, essential skills, values and principles are fused in theoretical and practical training. The authors suggest in order to acquire diverse knowledge base to cope with varied situations, students need to be exposed to several field work agencies and further, they should be properly prepared for learning.

Students' feedback on field work placement would help the school in improving its programmes. Williamson et. al. (2010) have made a study of 38 BSW students to understand their feedback with regard to their field work experience. The results show that learning and development had occurred and there was definite growth from the stage of a student to the stage of a professional social worker. The authors suggest that social work education should continue to focus its attention on the overall quality of field education in view of the fact that practicum remains an integral component of social work education.

Not much research work has been done on the role of agency field work supervisor as a key stakeholder of field work. Hemalatha and Ramanaiah (2018) have made a study to know the factors that influence the quality of field work exposure to MSW students as perceived by the agency field work supervisors. Seventy-five agency supervisors, representing varied industries, have been chosen as subjects for the study. A questionnaire was administered on all the subjects. Students not willing to learn and take up tasks on voluntary basis, and schools not supporting the agency field work supervisor with a manual on field wok practicum were some of the observations made. The need for adherence to UGC and NAAC guidelines to the maximum possible extent, and providing the agency field work supervisor with fully equipped manual to guide them on every aspect of field work, including concurrent field work and block placement, is mentioned. The authors mention that manual is a handbook/source of assistance containing details which include objectives, methodology, instructions and guidelines related to field learning assignment of students.

Maxwell (1999) makes a comparative analysis of student assessment of supervision in social work field practice in the Caribbean and South Africa, by adopting a self-administered questionnaire on 30 final year Caribbean UG students and 25 final year UG students at Harare. The highlights of the study indicate that 47% of Caribbean, and 56% of Harare students had weekly conferences; 50% of the Caribbean, and 28% of Harare students had group conferences that averaged an hour or more in duration. More number of students of both the groups had hailed the supervisory functions. The author suggests that students need to be given proper orientation of the practicum.

B. Research

Stroup (1960) mentions that social work research is an auxiliary process because of its application to serve the basic processes. Research, as a method, does not have any independent function as far as social work is concerned. It provides meaningful assistance to basic methods viz. social case work, social group work, and community organization, in achieving their intended goals.

Moorthy (1961) mentions that social work has great practical significance and research offers career opportunities for trained persons in social work. Further, the author stresses that knowledge of social work can only be built with research. To achieve this end, data are to be obtained, theories and hypotheses are to be tested in the operational circumstances and practices are to be tested for their validity.

Faver et. al. (1986) have established the relationship between research and practice. The role of social work faculty member is to transmit the knowledge base of research to students and enable (facilitate) them to develop trust in the importance and value of research.

Social work education at PG level emphasizes acquisition of knowledge base and also of professional skills in carrying out varied helping roles, in addition to enabling the trainee develop positive outlook to life, and to function as an effective member of society.

Project report is a component of MSW curriculum since a long time. The purpose of project report (synonymous with dissertation/research project/major project) at MSW, or even at M. Phil. and thesis at Ph. D. levels is to train the candidates in research and to enable them develop scientific frame of mind and cultivate the spirit of inquiry towards social conditions and problems at different levels. The purpose is also to train them to understand the process involved in scientific work, and further to enable them to develop skills to undertake such endeavours (Report of the CDC in Social Work Education, UGC, 1990).

It is assumed that the students are intellectually mature enough when they are admitted to PG course in social work to understand the relevance of research both in knowledge-building and in field practice. Such well-informed students need to be exposed gradually to scientific work and a strong impression be built on them that research is the most valuable source of acquiring knowledge. Further, it is to make that knowledge communicable to all stake-holders. Such effective efforts of young persons not only would enrich theory but also refine practice. The prime objectives of social work research include : to enhance knowledge base and to make social work practice a scientific endeavour with the use of appropriate tools and techniques; to assess the effectiveness of social work intervention; to evolve new ways (interventions) of working with people; to suggest alternate interventions (Laldas, 2003).

Not enough empirical evidence is available to substantiate the importance of research in terms of its utilization, especially by social work educators, social work practitioners, and social welfare administrators. Equally, not much research output is noticed in the initial years of the beginning of social work education in India. Till about 1950s, the only research activity undertaken in the Schools of Social Work was that of students' efforts (Ramachandran and Naik, 1987).

Desai (1994) has undertaken a very exhaustive empirical work on the status of social work education in India. The study was undertaken in 31 out of 34 Schools of Social Work functioning in India during 1975-76, and it covers both UG and PG streams of social work education. The subjects include 1178 students, 170 social work faculty members, and 43 teachers with qualification other than that of social work. Questionnaire method was used in collecting data. The response for the question whether research project should be made compulsory reveals that of 791 MSW students, 63.5% (502/791) opined that research project should be made compulsory, while 32.5% (257/791) wanted it to be an optional subjects, and 4% (32/791) suggested that it be dropped completely at the PG level. The study indicates the

enthusiasm of young students in taking up scientific work as a learning experience. Differences in the perception are observed between male and female PG social work students. Most of the male students (359/520 or 69%) want it to be compulsory, while 27.5% (143/520) want it to be an optional, and the rest (18/520 or 3.5%) prefer it to be dropped. With regard to female students, as many as 143 (out of 271 or 52.8%) want it to be made compulsory, less number (114/271 or 42.1%) want it to be made optional, and only a few (14/271 or 5.2%) want it to be dropped completely. The author opines that faculty members need to involve themselves in research activities and such an active involvement would motivate the students and facilitate the production of quality research work. She recommends the need for research training programmes for teachers, and such training must include topics like research methodology, drafting research proposals, and writing reports.

Among social work professionals, especially in recent times, an enhanced interest in doing research activities is noticed. Especially, faculty members and practitioners have evinced keen interest in undertaking empirical work. Further, the trend is more towards collaborative research rather than individual-oriented. This can be observed by their increased participation in academic programmes like conferences and seminars, high enrolment for Ph.D., greater number of publications in journals, and greater involvement in undertaking research projects at macro or micro levels. One reason for increased participation and collaboration could be that multi-disciplinary attempts are encouraged even at higher levels. Research, especially in social sciences, is essentially social in operation (in practice). Another reason could be that service professionals are adopting scientific means to understand social reality so as to provide suitable action. As rightly mentioned by Munn et. al. (1972) the goal of any scientific enquiry, undertaken by most scientists, is to enhance the knowledge quotient of people, and equally, their welfare.

In terms of quantum of work load, social work faculty members working at PG level have varied responsibilities. These include primarily class-room teaching, field work guidance and supervision, and research project/dissertation guidance (Report of the Curriculum Development Centre in Social Work Education, UGC, 1990). The other job responsibilities of faculty members include initiating field action projects, serving as a consultant to welfare organizations, conducting research, organization of/participation in academic programmes and publications etc. Till recently, inclusion of research project as a component of social work education at PG level was seen either as an optional in lieu of a theory paper or a compulsory component. The trend led to faculty members having varied perceptions about research projects.

A theory paper on **Research Methodology** and a practical report in the form of **Research Project** are two components prescribed in the curriculum of many PG courses, including MSW. The nomenclature of both may differ but the broader content/approach remains the same. The importance of effective teaching and preparation of students with regard to the core component of social work research (Ramachandran and De Sousa, 1985), and the place of research project (Second Review Committee on Social Work Education, UGC, 1980) at Master's level are provided by the authors:

Ramachandran and De Sousa (1985) raise eight pertinent questions regarding teaching social work research for discussion. Prominent questions are: what type of students is being admitted to MSW course? and what type of problems do they face in carrying out research? The other questions revolve around role of faculty members teaching research paper, and field work supervisors. Further, the method of teaching and the importance of classes on research paper are other issues concerned for discussion. The system of education, according to the authors, would either promote or distract in creating research aptitude. If the system does not encourage independent thinking and creativity and only promotes reproduction of material

being said in the class, and if the teacher is very rigid and supports only memory power in awarding marks, then the system itself is the liability as far as originality and creativity are concerned.

The Second Review Committee on Social Work Education (UGC, 1980) in its report made observations about the importance of research and the place of research project in social work education. Long before other PG Departments started training students in research methodology, Schools of Social Work initiated such learning experience for all students through project work either individually or in groups. In many cases, such research projects were undertaken by students at group level because of the time factor involved, as they were actively involved in attending theory classes and engaged in field work concurrently. Some schools even questioned the rationality of making research project compulsory. This is due to fact that all students may not have the aptitude for undertaking research projects. Faculty members have to invest more time on those who do not have the right aptitude. It is recommended that research project be made optional at master's level.

Accordingly, the students can be prepared in two course streams – consumers of research, **and** consumers and producers of research. All will have to study the theory paper on research methodology, but all need not be required to carry out research projects. Further, taking into consideration the time available for students, emphasis is to be given on group rather than individual projects, thus paving way for encouraging collaborative effort. For those who opt for research project, a higher order of research skills are to be imparted which go beyond minimum requirements for understanding theory. Hence, the question of making research project a compulsory requirement for all students at the master's level needs to be reviewed.

While one admits that research and practice go together at master's level course curriculum, theory paper on social work research has to be taught in the first half of the course

so that undertaking research project becomes relatively easy. But the question is whether project report is to be made compulsory or optional for the select few who have the right aptitude to take up research. It is appropriate to mention here the highlights of a study made by Faver et. al. (1986). The study of Faver et.al (1986) focuses on the importance of research in social work practice and education **and** the involvement of faculty members in research activity. The researchers have chosen a sample of 353 faculty members teaching graduate social work programme throughout United States of America and the study was made in 1981. Teachers had positive attitude towards the role of research in social work practice. An important observation was that only 36% faculty members have mentioned that research should be the most essential component of master's level programme.

The review of literature, referred to in the preceding pages, would indicate that much empirical work has been done on different issues of social work education. However, an in-depth study, covering many issues on social work education, is necessary in view of their inter-relationship and inter-dependency. The study, proposed by the researcher, would cover issues concerned with all major stakeholders of social work education which include, Schools of Social Work, faculty members, students of social work, agency field work supervisors and senior social work professionals. This would give a better view of the status of social work education in terms of exploring the positive aspects and identifying the grey areas. Further, suitable measures can be evolved to strengthen the positive features and improve the situation wherever required.

CHAPTER IV

SOCIAL WORK EDUCATION IN INDIA AND RESEARCH METHODOLOGY

In this chapter, a brief glimpse of social work education in India in general, and Karnataka in particular, has been presented under Section A, and a detailed methodological framework of the study is offered under Section B.

SECTION A: SOCIAL WORK EDUCATION IN INDIA

The annals of social work education in India reveal that a modest beginning of training was made in the pre-independent India. In the Report of the Second Review Committee on Social Work Education (University Grants Commission, 1980), certain details of social work education in India are made. The year 1936 is to be considered as a milestone in the history of social work education in India with the establishment of Sir Dorabji Tata Graduate School of Social Work in Bombay. It was started with an objective of preparing manpower with the competencies required to take up activities of social work. The school was not affiliated to any university and it was established purely outside the university system, subsequently, the school was renamed as Tata Institute of Social Sciences and later it became a Deemed-to-be University.

A few more schools were started after a gap of one decade. Some of them were in Varanasi (1947), Delhi (1948 and affiliated to University of Delhi in 1961), Baroda (1949), and Lucknow (1954). In the south, the first school of social work was the Madras School of Social Work (started outside the university system but became affiliated to University of Madras) which commenced in 1954.

Most of the schools of social work affiliated to their respective universities started functioning in the 1960s and 1970s. The number of schools of social work, presently functioning as a part of university system or affiliated to universities, is not precisely known. But the number

has crossed 500 and they are not evenly distributed in all parts of India. The southern part of India has the highest number of schools of social work, especially in Tamil Nadu and Karnataka.

The rapid expansion of the number of schools of social work, particularly in the preceding one decade, led to the establishment of new institutions of social work with less/ no regard for standards. Lack of adequate finances and required number of trained and practice experienced staff members as educators are the twin problems experienced by the schools of social work, especially those of private management institutions.

From its inception, social work is a unique academic programme in the university system. There were times in the university system when social work was considered the only helping discipline. For a long time social work was considered as a course like any other subject in social sciences. The importance of field work was not recognized by the universities for decades. A practice-related discipline like social work needs proper support from authorities in terms of providing specific infrastructure and trained man power.

The quality of social work education, to a large extent, depends on the merit of faculty members and their efficiency in providing quality training and education to students. The workload of faculty members of social work is not to be treated on par with that of faculty members of other streams of knowledge. The nature of functions to be attended to by every faculty member includes, work on courses, field work and research. Further, the focus of attention of the school or the educational programme is the **learner**. The curriculum is to be designed keeping in view the learner and also in achieving the goal of educational programme. It is basically to prepare students for the first job they will take up and not the work which they would take up much later and perform through professional development/long years of

experience. The primary objective of social work education is to prepare the man power with required competencies (knowledge, skills and values) to perform the specific tasks and functions.

The absence of strong professional associations is one reason for social work not getting the public recognition to the extent expected. The name and functions of some of the professional associations are: A professional body namely, the Association of Schools of Social Work in India (ASSWI) was established in 1959 and registered in 1961 under the Societies Registration Act of 1860. The need for such an association was felt on account of steady increase in the number of schools of social work and the need for standardization of the curricular aspects of social work education. In 1961, it established minimum standards for Schools of Social Work to comply with but unfortunately it could not exercise any control and authority to facilitate the schools to comply with standards. The reasons for its functional inability are many and varied too. The Indian Association of Trained Social Workers (IATSW) was formed in 1951 and registered in 1961 under the Societies Registration Act, 1860. This was established primarily to bring all trained social workers under one umbrella and work for safeguarding the interests of social workers in India, especially in matters of employment, education, dissemination of knowledge, and providing training in different areas of social work practice.

Some of the professional associations like Indian Society of Professional Social Work has been functioning for over five decades and made a good contribution to the academics of social work profession. The Society publishes ***National Journal of Professional Social Work.*** The aim of Indian Society of Professional Social Work is to work towards meeting the challenges of social work practice in the present times **and** to provide a platform for social workers of varied fields of knowledge to come together, exchange their learning and experiences, and work towards achieving right place for social work in academics, practice and research. The society

conducts annual conferences in different places of India to share knowledge and experience and arrive at fruitful conclusions for the development of social work profession. It has so far conduced 37 annual conferences and also brings out a professional journal containing scientific articles, book reviews, and information pertaining to social work education and practice. Many organizations at the state level are functioning, but not all are able to impact much in terms of recognition of the subject by the general public.

Social work has not yet achieved professional status. It is the wish of every social worker to achieve professional status, thereby the quality of education can be improved, public recognition could be achieved, and education system could be streamlined. Further, standards can be maintained. Many do not know what social work is and what the students study. In some educational institutions, even the teachers of other disciplines do not know what social work is. In universities, it is difficult to convince the authorities the quantum of workload handled by teachers of social work.

Increased employment opportunities for social workers can be noticed in corporate world and in non-governmental organizations with varied nomenclature of positions. Avenues are open for social workers to work as medical and psychiatric social workers, counsellors, rehabilitation officers, probation officers and functionaries of correctional institutions, ICDS functionaries viz., Child Development Project Officer (CDPO), Assistant Child Development Project Officer (ACDPO), Supervisor **and** Faculty members of educational institutions. Nowadays, employers prefer candidates with Ph.D degrees in addition to MSW degree for higher positions.

Social Work Education in Karnataka

Social work education at PG level, from the beginning of its inception in Karnataka, is an attractive and demanding course for youngsters, partly because it is a practice-based profession and also a job-oriented course. The uniqueness of social work education at PG level can be summarized as follows;

1) Unlike other traditional courses, PG programme leading to MSW was started first and BA (with social work subject as one of the optional subjects) /BSW courses later on.

2) Social work programme at a higher level i.e., two-year full time and clinical M.Phil in Psychiatric Social Work is being offered by the National Institute of Mental Health and Neuro Sciences (Institute of National Importance), Bengaluru. This programme is intended to provide advanced knowledge and practice skills in psychiatric social work and to help achieve higher levels of competencies in providing mental healthcare services to all sections of people.

3) MSW programme is being offered in reputed deemed-to-be universities viz., Christ University, and Manipal Academy of Higher Education.

4) MSW programme is also offered in autonomous colleges, affiliated to state universities. All are private management colleges.

5) First grade colleges, being run by private management or government first grade colleges affiliated to state universities, offer MSW course along with BSW course/without BSW programme.

6) MSW course is one of the courses offered by Central University of Karnataka, Kalaburagi.

A small beginning was made by Roshini Nilaya, School of Social Work, Mangalore in the form of starting a professional training course in social work in 1960. The School of Social Work, Roshini Nilaya, believes that **small is beautiful** and this metaphor applies to a small yet

beautiful beginning of social work education in Karnataka. This course was affiliated to University of Mysore in 1967, leading to master's degree in social work.

In addition to Roshni Nilaya (affiliated initially to University of Mysore and subsequently to Mangalore University), the other pioneering schools of the 1967-1976 decade include those of Karnatak University, Dharwad; Bangalore University, Bengaluru; University of Mysore, Mysuru. All the three schools mentioned above offer exclusively MSW programme on the campus of the respective universities. Many other schools have emerged as Departments of Social Work of universities, and this trend continues even now with the new universities.

Karnataka Association for Professional Social Workers (KAPSW)

KAPSW had its origin in Indian Association of Trained Social Workers and later restructured and registered in 1977. The membership is open for both MSW/BSW graduates and the members represent all streams of social work education and practice. KAPSW conducts periodically conferences, seminars, and workshops at national and international levels.

Nirathanka - Social Work Foot Prints

Nirathanka is a non-governmental organization established in Bengaluru in 2007. It conducts periodically conferences/seminars and training programmes on issues concerning social work by inviting social work professionals and practitioners of allied disciplines. It publishes **Social Work Foot Prints**, (Samajakaryada Hejjegalu) bilingual (English-Kannada) quarterly and books/academic material on social work and social development. It has also been helping students in their field work practicum and job placements too through its professional contacts. With its wide range of networking, it has reached many social work professionals.

SECTION B: RESEARCH METHODOLOGY

Introduction and Scope of the Proposal Study:

Social work is a field-based profession and an intensively human activity. It believes in helping the helpless. Help to the helpless can be offered in many different ways. But, the best and the most effective way is to enable the helpless to help themselves (Moorthy, 1961). The broader goal of social work is the well-being of people and the focus of social work intervention is to improve and safeguard the social well-being of people (Ramana, 2019). While referring to the origin of social work in charity organization societies of UK and USA in the late XIX century, Hoiberg and Levy (2011) contend that the training of volunteer workers in charity organizations led to the foundation of the beginning of first schools of social work and this indirectly paved the way for increased responsibility of the state for the welfare of the needy. With such a noble mission, a beginning in social work education was made in India in 1936 by the Sir. Dorabji Tata Graduate School of Social Work (presently known as Tata Institute of Social Sciences). The prominent feature of social work education in India is that, it initially commenced with a course at Post Graduation (PG) level. In Karnataka, social work education was started as a UG programme, and PG programme was initiated much later. Unlike other states, social work courses both at UG and PG levels coexisted in some schools, but the growth leaned more towards PG Course (MSW). In fact, the Government of Karnataka had recruited about 65 assistant professors in first grade UG colleges in 2018. This is a very positive move in the direction of establishing a strong base for social work at grass-root level. In fact, long back Desai (1991) had asked the universities to give importance to starting UG programmes and curb proliferation of MSW programmes.

The number of schools offering MSW programme in India is not precisely known. But it is roughly estimated that the number is more than 500, and most of the schools are located in the southern part of India. The schools had been functioning under the auspices of a) central universities, b) state universities, c) affiliated colleges of state universities, d) deemed-to-be universities, e) central universities upgraded from deemed-to-be universities, and f) self-financing programmes under central and state private universities (Singh, 2019).

The situation is very encouraging in Karnataka as far as the number of schools of social work is concerned. A preliminary investigation reveals that as many as 100 and 80 (approximately) schools offer MSW and BSW programmes respectively. The growth of schools of social work, especially at PG level, is very fast and unprecedented too. It is to be seen whether the growth is only horizontal (in terms of the number), or vertical (in terms of quality of education). Such an assessment has to be done periodically to examine whether standards are maintained and the programme is socially relevant.

Formulation of Problem

Social work profession has always responded to social reality and hence, the structure of the curriculum both at PG and UG levels, is flexible to suit the requirements of learners, as well as adapted to the changing social reality. Social work education is no more considered a young academic programme, as the first institution that initiated social work education has already celebrated its platinum jubilee. It must find a well-deserved place in university system and further, changes are to be initiated in such a way that the quality of social work education is not at stake. Standards for social work curriculum and other related aspects are specified by NAAC, keeping in view the integration of knowledge objectives, attitude objectives, and skill objectives of social work education.

In her survey of thirty schools of social work in Maharashtra under a Joint programme initiated by the Department of Social Justice and Empowerment and Practice Cell of Tata Institute of Social Sciences, Murli Desai (2001) observes that the functioning of schools of social work was far below the minimum standards and the library resources too are found to be at the minimum level. Further, she observes that the standards of research publications, field action reports and field consultation are far below the expected standards.

It is appropriate to take stock of the present position of social work education at PG level through the feedback of stakeholders, as well as the existing ground reality. This has to be done periodically so as to identify both strengths and weaknesses on different parameters like status of the course, curricular aspects, social work faculty, and infrastructure support so as to introduce measures to overcome the weaknesses, also strengthen the positive points, and initiate innovative actions in the best interests of professional growth.

The present investigation is expected to find answers to the following questions:

1. What is the structure and functioning of schools of social work, including infrastructure, components of social work education (courses, field work and research), and manpower, to conduct MSW programme?
2. What is the present status of social work education from the point of view of faculty members, students, and agency field work supervisors?
3. What are the insights and impressions of senior social work professionals with regard to the present status of social work education?
4. What are the strengths and weaknesses of social work education according to stakeholders?

5. What measures are to be adopted to make it more reality-oriented so as to achieve the goals of social work education?

Aim of Study

The present investigation is aimed at understanding the prevailing condition of social work education at post-graduation level offered in different schools of social work in Karnataka.

Specific Objectives

The study has the following specific objectives:

a. To obtain baseline information about schools of social work and the components of social work curriculum in terms of courses, field work practicum and research projects.
b. To know the views/perceptions of faculty members, students of social work, and agency field work supervisors with regard to the academic aspects of social work education.
c. To know the insights and impressions of senior social work professionals about social work education in present time.
d. To offer practical suggestions on the basis of observations made so as to make social work education a cherished profession.

Institutions for Study

The study is confined to schools of social work within Karnataka. The schools of social work are of a single subject institution, or social work department as one among other departments of a college, a department in a university or PG centre of a university. According to this classification, it has been found that there are over 100 schools of social work (offering MSW programme) spread over the jurisdiction of thirteen state universities. Three universities - Bangalore Central University, Bangalore North University, and Karnataka Folklore University

have initiated MSW programme from the academic year 2018-19. These universities are not included in the list of 13 universities. Schools of social work of deemed to be universities, autonomous institutions, School of Social Work of Central University of Karnataka, institutions offering only M.Phil / Ph.D programmes, distance education courses are excluded from the study only with the objective of maintaining homogeneity of academic programme and administrative system under which the schools are functioning.

Research Design:

The researcher has adopted mixed methodology in carrying out the study. In terms of objectives of investigation, the attempt is of a descriptive research. The purpose of the study is to describe the facts prevalent in a narrative and systematic form with no intervention on the part of the researcher. Accuracy was the main consideration and every effort was made to minimize bias and maximize the reliability of data gathered.

The study design, as an integral part of research design, included three aspects. **a)** A **cross sectional study** on the basis of number of contacts with respondent/s. The study required contacting respondent/s only once and not on multiple occasions as in the case of a longitudinal study. **b)** From the point of view of reference period of the study, the research work is of **retrospective–prospective** one. Certain data had been gathered from available records/documents and also on the basis of **recall** of situations/ information by the respondents **and** some other data on issues that are likely to happen in future or in due course of time. **c)** This is purely a **non-experimental study** considering the basis of the nature of investigation. Linkages are established by studying the present situation and relating the same with possible past situations/etiological factors. This attempt describes the responses of stakeholders on diverse

elements of social work education. In addition to these responses of stakeholders, observations were made, and described in a vivid and unambiguous manner.

Subjects of Study

All schools of social work on the basis of criteria stated above and those consented to be the part of the study has been chosen. The subjects include heads/chairpersons of schools, faculty members (including guest faculty members), and second year MSW students willing to be part of the study. In addition to the above, select agency field work supervisors who have been guiding students for at least two years and consented to be respondents of the study, **and** senior social work professionals (both educators and practitioners) willing to serve as subjects, were also chosen.

A senior social work professional is one who is either a teacher or a practitioner of social work and is an alumni of school of social work. Further, the practitioner is one who is well aware of social work programme at PG level and has closely associated himself/herself with schools of social work in the capacity of agency field work supervisor and/or a member of statutory body like board of studies in social work and/or a member of selection committee for recruitment of social work professionals. With regard to teachers, only those who occupy higher positions and closely associated with other schools of social work in different capacities, including membership of academic committees and/or membership on the board of selection committee for recruitment of candidates for teaching/other positions in universities/government agencies/ corporate sector/NGOs. All subjects are post-graduates in social work and have obtained their master's degree during 1980 - 2005. A list of known social work professionals was prepared at the outset and they were asked to generate names of others who fit into the inclusion criteria stated above.

Tools of Data Collection

The researcher has approached the schools of social work of the state universities for consent. After getting consent from university school of social work, other schools affiliated to the university have been approached. In this study, twelve out of thirteen universities have been covered. The study is carried out in those schools that had accorded permission. The researcher has visited different schools of social work and held discussions with faculty members. He also interacted with agency field work supervisors in their organizations. Tools for obtaining data have been prepared on the basis of review of literature, consultation with experienced faculty members and agency supervisors. Further, the report of the study of Desai (1994) and the Institutional Accreditation Manual, brought out by NAAC (2005) have also been made use of. The details of each tool are given below:

1. Questionnaire for chairperson of the departments/schools of social work:
The following aspects are covered under different heads:

Section I	: Curricular aspects
Section II	: Teaching-Learning and evaluation of subject
Section III	: Field work practicum
Section IV	: Teaching-Learning and evaluation of project report
Section V	: Competence of social work faculty members
Section VI	: Infrastructure of schools of social work
Section VII	: Library and learning resources
Section VIII	: Services and activities for students
Section IX	: Rules for discipline and grievances
Section X	: Job placement and alumni-related activities
Section XI	: Standards for organization and management

2. Questionnaire for faculty members: The questionnaire has eight sections in addition to a pro-forma for obtaining personal and professional details:

Section I	: MSW Course - Admission criteria and procedure

Section II : Faculty members' recruitment, workload, development activities, appraisal and recognition.

Section III : Teaching and evaluation

Section IV : Professional approach of students

Section V : Students' dissertations, publications and participation in academic activities

Section VI : Field work guidance requirements / functions of faculty supervisors

Section VII : Role and functions of faculty supervisors

Section VIII : Field work practicum

3. Questionnaire for final year (III and IV Semester) MSW Students: The questionnaire has four sections.

Section I : Personal profile

Section II : Social work profession

Section III : Future plans

Section IV : Social work practicum

4. Questionnaire for agency field work supervisors: The questionnaire comprises five sections, in addition to personal and professional aspects:

Section I : Opinion on social work

Section II : Relevance and importance of field work

Section III : Process of field work placement, purpose of supervision and role of supervisors.

Section IV : Performance-related (student related) aspects of field work practicum

Section V : Suggestions

5. Questionnaire for senior social work professionals

A questionnaire was developed to understand the perceptions/views of senior social work professionals with regard to issues concerned with social work and curricular aspects of social work academic programme at PG level.

A list of senior social work professionals known to the researcher is prepared. The list included only those who have served/have been serving as social work educators or practitioners and have studied MSW course during 1980 – 2005, and were willing to serve as respondents of the study. Senior social work professionals are those who have close acquaintance with schools of social work either directly or indirectly in the capacity of agency field work supervisor/member of academic committees such as board of studies in social work/ executive committee member of NGOs, senior HR professionals or senior faculty members in social work. The senior social work professionals were asked to generate names of others who fulfilled the inclusion criteria. A questionnaire was prepared covering the issues concerned with the objective of the study under four divisions – a) Personal and professional details, b) Issues concerned with admission of candidates, duration of course and composition of teacher-students ratio, c) Curricular issues and d) Other professional issues.

All the five category of subjects, mentioned above (Chairpersons of Schools of Social Work/faculty members/second year MSW students/agency field work supervisors/ senior social work professionals) were asked to provide detailed responses wherever they considered necessary for the questions/statements/issues, rather than just limiting the response to the options given.

The tools were pre-tested on subjects of other states of India similar to the subjects of proposed study. Results were noted, tools were modified and pre-tested again so as to make them suitable for data collection. This was done during the initial six months of 2018.

Method of Data Collection

The process of data collection comprised of the following stages:

1. The researcher has approached chairpersons of the schools of social work and sought permission to visit their institutions for data collection. Mutually convenient dates were fixed without any dislocation to the routine work of the schools including the concurrent field work programme of students.

2. The researcher had informal discussions with all faculty members and other important persons of the school. They were explained the objectives of the study and sought their cooperation. All ethical issues of research, especially of informed consent, privacy and confidentiality, were maintained at every stage of data collection and with every subject of the study. The subjects were given full liberty to withdraw from the study at any time, if they chose to.

3. Initially, the researcher met all the students, research scholars and faculty members of social work and allied disciplines and addressed on the topics of choice of students. The duration of the address ranged from two to three hours to one full day in all schools of social work. The end component of students' interaction was the administration of questionnaire on the second year (3^{rd} & 4^{th} Semester) students. The second year students were asked to sit in such a way that there was no possibility of mutual discussion in marking their responses in the tool. The questionnaire was administered on all students along with Kannada version (tested on local conditions). The ethical issues, stated above, were complied with and the participation of the subjects was purely voluntary. The service of a faculty member was utilized to read out the Kannada version of questionnaire in the classroom. It took on an average 45 minutes to one hour in filling up the questionnaire. Following this, a detailed discussion was held in every school on different points raised by students. The students were very enthusiastic throughout the session.

4. The researcher met all faculty members, including chairperson of each school and collected details of each person's name, mobile number and personal email ID. In addition to this, they were asked to give name, mobile number and personal email ID of select agency field work supervisors who were actively guiding the students in all their field work activities. The details of the above stakeholders were obtained only after getting their due consent to participate as subjects in the study so as to send online questionnaire and facilitate in responding to it.

5. For those who have consented to serve as respondents for the study and in accordance with details provided, separate online questionnaires were provided to the chairperson, faculty members and agency field work supervisors with guidelines. The response of the chairpersons is found to be not up to the expected level. All those who have not responded to the request and subsequent to reminders were excluded from the study.

6. The researcher has personally visited 49 schools of social work covering 12 out of 13 state universities of Karnataka. The list of the schools of social work along with date on which researcher visited the school is furnished separately. While planning the visits of the researcher to the schools of social work, utmost care was taken to ensure that the routine work of the school was not disturbed, concurrent field work practicum of the student was not affected, visits not scheduled on public holidays, and in all instances, the primary stakeholders (faculty and final year MSW students) were sufficiently informed about the proposed research.

7. As many as 78 field work supervisors and 52 senior social work professionals were identified by using snowball sampling method. Initially, the researcher prepared a list of agency field work supervisors given by schools and senior social work professionals (social work educators and practitioners) known to the researcher. The core data were collected during the academic year 2018-19.

8. In a nutshell, the data were collected from 1033 MSW students, 115 faculty members, 78 agency field work supervisors and 24 chairpersons of the schools of social work. Further, data were obtained from 52 senior social work professionals (both social work educators and practitioners).

The observations made and results obtained were presented to a group of stakeholders, including chairpersons of schools of social work, faculty members, agency field work supervisors, and students in the form of seminars. Each seminar was held in two different places – Karnataka State Akkamahadevi Women's University, Vijayapura on 25-03-2019 and Pooja Bhagawath Memorial Mahajana Education Centre, Mysuru on 04-04-2019. A day-long seminar was organized at Vijayapura and Mysuru primarily a) to present a detailed version of the report of the study undertaken and b) to listen to the participants and to learn from them. The discussion that followed the detailed presentation constituted the heart of the seminar. It was conducted with less rigidity in structure, more informal in organization, and pro-active in terms of intended goal of giving voice to everyone **and** thereby reach consensus on discussed issues. The proceedings of the presentations and the discussions held thereafter were presented in an abridged form.

Data Analysis and Presentation

The data, thus collected, were processed and presented in tabular form. Further, the results were presented in sequence on the basis of key stakeholders studied, followed by observations made. The sequence followed is as below:

I. Observations made by the researcher
II. Schools of social work represented by the chairpersons (N : 24)
III. Faculty members (N : 115)
IV. Final year (Second year) MSW students (N : 1033)
V. Agency field work supervisors (N : 78)

VI. Senior social work professionals (N : 52)

The study was detailed attempt at understanding the situation of social work education in the present times. The investigation can rightly be termed as an applied one. A definite and objective procedure was applied at every stage of the endeavour ranging from planning the work, collecting the data, to the stage of presentation of empirical evidence as per the objectives. The presentation of data and discussions made thereafter would facilitate in understanding the phenomena under study and in developing policy formulation for bringing an enhanced status to social work education.

Terms Used:

1) **Field work education:** A compulsory component (core domain) of social work education at PG level - also called field instruction, field education, practicum or internship
2) **Field placement:** A structured learning experience for PG students - also called field work placement
3) **School of Social Work:** Department of social work of university, Department of social work of college, an independent school of social work (aided or unaided by the state)
4) **Chairpersons:** Head, chairman of department of social work or principal of school of social work
5) **Student:** Also called trainee
6) **Profession:** It refers to a career that needs training and formal qualification (D.K Illustrated Oxford Dictionary)
7) **Labour Welfare/Personnel Management/Industrial Relations/HRD:** also referred to as HRM in the present context
8) **Faculty member:** Also referred as teachers
9) **Faculty field work supervisor:** Also referred to as field supervisor/field work supervisor in the school of social work
10) **Agency field work supervisor:** Also referred to as agency supervisor, field instructor.
11) **Research project:** Also termed as project report, dissertation, major project

List of Schools of Social Work included in the Study

Sl. No.	Name of School	University	Date of Visit
1	Acharya Institute of Graduate Studies, Bengaluru	Bangalore University	27-08-2018
2	Acharya Institute of Management and Science, Bengaluru	Bangalore University	27-08-2018
3	S J R College of Science, Arts and Commerce, Bengaluru	Bangalore University	28-08-2018
4	Oxford College of Science, Bengaluru	Bangalore University	28-08-2018
5	Siddartha Institute of Management, Tumakuru	Tumkur University	03-09-2018
6	Gurushree College of Commerce and Social Work, Tumakuru	Tumkur University	03-09-2018
7	Dept. of Social Work, Tumkur University, Tumakuru	Tumkur University	04-09-2018
8	Basaveshwara College of Social Work, Tumakuru	Tumkur University	04-09-2018
9	Vidyavahini First Grade College, Tumakuru	Tumkur University	04-09-2018
10	Hemadri College, Tumakuru	Tumkur University	05-09-2018
11	Holy Trinity College, Kunigal	Tumkur University	05-09-2018
12	Department of Social Work, Bangalore University, Bengaluru	Bangalore University	08-09-2018
13	Department of Social Work, Karnatak University PG Centre, Gadag	Karnatak University	17-9-2018
14	Department of Social Work, Karnataka State Akkamahadevi Women's University, Vijayapura	Karnataka State Akkamahadevi Women's University	18-09-2018
15	Sri Sangameshwara College of Arts, Commerce and Science, Chadchan	Karnatak University	18-09-2018
16	Power's Jai Gurudev College of Social Work, Vijayapura	Karnatak University	18-09-2018
17	Banjara First Grade College, Vijayapura	Karnatak University	18-09-2018
18	Department of Social Work, P.G Centre of Rani Chennamma University, Vijayapura	Rani Chennamma University	18-09-2018
19	Kanakadasa Shikshana Samithi, Gadag	Karnatak University	19.09.2018

Sl. No.	Name of School	University	Date of Visit
20	Department of Social Work, Karnataka State Rural Development and Panchayat Raj University, Gadag	Karnataka State Rural Development and Panchayat Raj University	19-9-2018
21	Department of Social Work, Sir M.Visweswaraiah P.G Centre of University of Mysore, Mandya	University of Mysore	28-09-2018
22	Department of Social Work, Vidya Vikas First Grade College, Mysuru	University of Mysore	29-09-2018
23	Department of Social Work, Sri H.D. Deve Gowda Govt. First Grade College, Paduvalahippe	University of Mysore	1-10-2018
24	Department of Social Work, Government First Grade College, K.R.Pete	University of Mysore	1-10-2018
25	Department of Social Work, Government First Grade College, K.R.Nagara	University of Mysore	5-10-2018
26	Department of Social Work, Pooja Bhagawath Memorial Mahajana Education Centre, Mysuru	University of Mysore	17-10-2018
27	Department of Social Work, Vijayanagara Sree Krishnadevaraya University, Ballari	Vijayanagara Sree Krishnadeveraya University	26-10-2018
28	Department of Social Work, Jnana Jyothi MSW College. Ballari	Vijayanagara Sree Krishnadeveraya University	26-10-2018
29	Department of Social Work, P.G Centre of VSK University, Koppal	Vijayanagara Sree Krishnadeveraya University	27-10-2018
30	Department of Social Work, P.G Centre of VSK University, Yalaburga	Vijayanagara Sree Krishnadeveraya University	27-10-2018
31	Department of Social Work, P.G Centre of VSK University, Nandi Halli	Vijayanagara Sree Krishnadeveraya University	28-10-2018
32	NB College of Social Work, Koppal	Vijayanagara Sree Krishnadeveraya University	28-10-2018

Sl. No.	Name of School	University	Date of Visit
33	Department of Social Work, Kuvempu University, Shankaraghatta, Shivamogga	Kuvempu University	5-11-2018
34	Department of Social Work, Dr. B.R Ambedkar PG Centre of University of Mysore, Chamarajnagara	University of Mysore	09-11-2018
35	BIRDS BSW College, Tukanatti	Rani Chennamma University	13-11-2018
36	Department of Social Work, Rani Chennamma University, Belagavi	Rani Chennamma University	15-11-2018
37	Sevamitra School of Social Work, Belagavi	Rani Chennamma University	15-11-2018
38	Department of Social Work, PG Centre of Karnatak University, Haveri	Karnatak University	23-11-2018
39	Department of Social Work, Karnatak University, Dharwad	Karnatak University	24-11-2018
40	Department of Social Work, SR Kanthi PG Centre of Rani Chennamma University, Belagavi	Rani Chennamma University	27-11-2018
41	Department of Social Work, Lorven Education Centre, Bengaluru	Bangalore University	7-12-2018
42	Department of Social Work, PG Centre of Bangalore University, Kolar	Bangalore University (Bangalore North University, Kolar from the academic Year 2018-19)	22-12-2018
43	Department of Social Work, Government First Grade College, Vittla	Mangalore University	29-01-2019
44	Department of Social Work, Mangalore University, Mangalagangotri, Mangaluru	Mangalore University	29-01-2019
45	Department of Social Work, Nehru Memorial College, Sullia, Dakshina Kannada	Mangalore University	30-01-2019
46	Sri Devi Institute of Social Work, Mangaluru	Mangalore University	31-01-2019
47	Department of Social Work, University of Mysore, Manasa Gangotri, Mysuru	University of Mysore	05-02-2019

Sl. No.	Name of School	University	Date of Visit
48	Department of Social Work, Davanagere University, Davanagere	Davanagere University	12-02-2019
49	Department of Social Work, Alva's College, Mangaluru	Mangalore University	13-03-2019

CHAPTER V

RESULTS AND DISCUSSION

Introduction

Social work is an academic discipline and a practice-based profession. In the words of Paul Chowdhry (1992), social work is a "practice-profession" with a definite body of knowledge that is being widely examined and tested over time and is capable of growth and development to suit changing conditions.

Social work is a 'helping profession' like medicine and nursing. The distinguishing feature of social work is its moral fabric. Bisman (2004) rightly mentions that moral core, during one's formative years of profession, is the driving force for the development of social work, and that moral core of caring for the neediest persons is the pride of social work. It has also emerged as a strong academic discipline attracting thousands of young and dynamic persons throughout the world. Blok and Hartman (2016) contend that social work has well defined professional principles and standards to follow. Further, the authors mention that social work has a definite purpose and is goal-oriented. Social work operates in different areas of human welfare, serving individuals and groups on the basis of specific activities and methods. Social work's unique features are: a) It is a global professional found everywhere in the world; b) Social worker has professional identity of his/her own; c) Social work shares an international body of knowledge; d) Social workers, in their practice, are bound by professional ethics; and e) Social workers are educated according to a precise set of prescribed standards.

Social work is an academic subject comprising classroom learning and field practice. Learning in the classroom, and learning by doing in the field, are the essential components of social work education. Classroom learning provides theoretical knowledge pertaining to methods and techniques of working with people and also of the fields in which social work

practice is to be carried out. Field work practice enhances knowledge base by exposing students to actual conditions that require application of theory to practical situations. Papouli (2014) believes that a combination of both theoretical knowledge and practical learning are required to become a professional social worker. Such an understanding and awareness will take place in the classroom and through field work experience. Field work exposure can transform students from being receivers to producers of knowledge, values and skills. This positive change, thus expected, is gradual and will not happen instantly.

Social work, as an academic programme, has a history of its own. The journey of social work education, in terms of number of schools that offer the academic programme, was slow in the beginning and has taken rapid strides thereafter. Jaswal and Pandya (2015) detail the milestones of social work education in India. The history of social work education in India reveals that it was a generic programme in the initial decade (1936-46). It became specialization-oriented in the post-independent period. The emergence of each specialization has a definite background. The specialization in Personnel Management and Industrial Relations was introduced in the curriculum following the Factories Act, 1948, thereby emphasizing the need to have labour welfare officers in industrial establishments. Later, specializations in Medical and Psychiatric Social Work, Family and Child Welfare, Criminology and Correctional Administration, Urban and Rural Community Development have also become part of the curriculum.

The number of schools of social work in India is not precisely known. But it has exceeded 500. The schools are spread over different states, but the distribution is not equal in all parts of India. A greater distribution of schools is found in Tamilnadu, Karnataka and Maharastra. The process of growth of schools of social work in Karnataka is different from the rest of India. MSW programme is being offered in all state universities in a few government first grade colleges, and private management colleges affiliated to state

universities. A study of the status of social work education at PG level is found to be important, especially to know its prevailing situation currently, to understand similarities and differences in structure and functioning of their academic programme, to know the perceptions of key stakeholders with regard to academic issues, and to suggest measures for enhancement of quality of education. It is believed that there is always scope for improvement.

Research Methodology: The present study intends to assess the status of social work education in Karnataka and find answers to the following questions:

1. What is the structure and functioning of schools of social work, including infrastructure, components of social work education (courses, field work and research), and manpower, to conduct MSW programme?
2. What is the present status of social work education from the point of view of faculty members, students and agency field work supervisors?
3. What are the insights and impressions of senior social work professionals with regard to present status of social work education?
4. What are the strengths and weaknesses of social work education according to stakeholders?
5. What measures are to be adopted to make it more reality-oriented so as to achieve the goals of social work education?

Aim of Present Study

The present investigation is aimed at understanding the prevailing condition of social work education at post-graduation level offered in different schools of social work in Karnataka.

Specific Objectives

a. To obtain baseline information about schools of social work and the components of social work curriculum in terms of courses, field work practicum, and research projects.

b. To know the views/perceptions of faculty members, field work agency supervisors, and students of social work, with regard to the academic aspects of social work education.

c. To know the insights and impressions of senior social work professionals about social work education in present times.

d. To offer practical suggestions on the basis of observations made so as to make social work education a cherished profession.

The study covers 49 schools of social work spread over 12 state universities in Karnataka. The subjects includes: head/chairpersons of the schools of social work (N: 24), faculty members (N: 115), final year MSW students (N: 1033), agency field work supervisors (N: 78), and senior social work professionals (N: 52). In addition to the above, the researcher has made certain observations on the basis of personal visits to all schools of social work and by obtaining details of academic programme including infrastructure. Five different questionnaires were prepared, pre-tested and administered on the subjects mentioned above.

The data, thus obtained from the subjects, have been edited, coded, classified and presented in the form of simple tables. A one-day seminar was conducted in two places: Department of Social Work, Karnataka State Akkamahadevi Women's University, Vijayapura, and Department of Social Work, Pooja Bhagavath Memorial Mahajana Education Centre, Mysuru. Results of the study, including observations made, were presented in the seminars, and feedback obtained from participants.

The results and outcome of the study are presented below:

Section A: Observations made on the basis of personal visits of researcher to schools of social work.

Section B: Results obtained from schools of social work

Section C: Results obtained from faculty members of social work

Section D: Results obtained from students of final year MSW course

Section E: Results obtained from agency field work supervisors

Section F: Results obtained from senior social work professionals

Section G: Report of proceedings of seminars held at Vijayapura and Mysuru

SECTION A: OBSERVATIONS

People holding higher positions in society exhibited enormous interest in social work education, especially in starting PG courses, rather than promoting UG courses in Social Work. The Bachelor's Degree in Social Work (BSW) is a strong academic programme with field work component at its heart, intended to train budding social work professionals to function at the grass-root level. The need of the hour is to have more number of social workers to function at the grass-root level in generating positive changes in the community in general, and lives of people in particular. Further, it should become mandatory for graduates in social work to appear for competitive examinations like KAS and IAS. Also, provision should be made for pursuing higher education in other streams of knowledge. This is not happening to the desirable extent expected. In many places (even faculty members of social work) insist on graduates in social work enrolling for PG course in social work. Such an attitude of teachers does not encourage the growth of social work practice at the base level. The researcher has made the following observations:

1. The Karnataka Government had recruited about 60 UG faculty members in social work in recent times to work in first grade colleges. There are a few private institutions which offer BSW and MSW programmes together. The situation as of now indicates that_____

a) There are colleges which offer BSW programme being conducted as per requirements by newly recruited faculty members. This is the most appropriate and expected function of faculty members.
b) There are colleges which offer both BSW and MSW programmes and newly recruited faculty members conduct classes, and attend to all academic tasks with the help of guest faculty members.
c) There are colleges which offer only MSW programme but efforts are in the process to start BSW programme. Newly recruited faculty members take care of the PG programme only for time-being.

UG faculty members need to take extra interest in creating more placement avenues and identify those positions that require BSW qualification. They should encourage candidates with BSW to pursue other PG courses, if interested and possess the eligibility, and make BSW a qualification for all competitive examinations, including B.Ed. Candidates with BSW qualification, can also join MSW programme, if they are so interested.

2. It has been observed that most of the schools studied are not adequately supported by required number of faculty members in proportion to the intake of students.

In terms of their structure and functions, the schools can be classified into three categories: departments of state universities; departments of social work of first grade colleges with PG course as an extension academic programme, and being run by private managements; and departments of social work of government first grade colleges with PG programme as an extension academic programme. The faculty members too are categorized into a) full-time permanent faculty members with required qualification, and b)

temporary/guest faculty members with or without required qualification. Many schools of social work are not adequately supplied with required number of faculty members in keeping with intake of students. In some schools of social work, a few faculty members do not have required qualification.

The schools of social work are ill-equipped primarily in terms of faculty strength. The faculty: student ratio is almost 1:25 in some schools of social work. There are schools running with one permanent faculty member and the rest are guest faculty members. Some schools are dependent completely on the services of guest faculty members. It is rare to find a school with optimum full time and permanent faculty members in social work.

A good number of young persons with required qualification, including doctoral degree in social work, have been working as guest faculty or temporary faculty members for many years. Some are not even officially employed for these positions. The decline in the admissions of students to MSW course is a worrisome issue for unemployed/under employed youth. Further, in government first grade colleges, and university departments where the existing number of faculty members is not sufficient to conduct MSW course, the appointment of guest faculty members is made only for the academic year (with a break of 3 to 4 months in between the beginning and conclusion of academic year) and not throughout the year. This would adversely influence the students' block placement programme in the final year and summer placement in the first year, as during both the times the schools do not get the service of guest faculty members. Many private management schools fail to attract students towards MSW for the course. The strength of students has reduced to such an extent that it is not practically feasible to run the course earnestly and strictly by maintaining the required standard. This has resulted in deliberate compromise of quality of education.

3. The number of schools of social work offering MSW course has exceeded 100 in Karnataka. This number excludes the schools of social work of autonomous colleges,

deemed-to-be universities, central universities, and institutes of national importance. The pertinent question that needs to be answered is: ***Has the number of schools of social work offering MSW course exceeded the desired limit?*** It is not easy to respond to this question. It is a fact that many schools are being established without making any kind of need assessment. Moreover, the intake of students is not in accordance with infrastructure and facilities available. Further, establishing schools in particular localities in terms of geographical distance is also important. It has been observed in some places that three-four schools function concurrently in a radius of five kms. Added to this, the number of field work agencies is inadequate to cater to the needs of schools of social work.

4. It has also been noticed that many young professionals, after completing the course, appear for NET/SLET with hopes of getting teaching positions. The number of candidates with NET/SLET is on the increase and the cumulative number of those with qualification has increased much more than the desired number. Many are without jobs and some are working on temporary basis, and still some depend on limited income by working on clock-hour basis. In addition to this, a number of doctorate degree holders with promising academic track record find difficulty in getting placement with decent pay package.

5. There is no authority at state level to monitor the quality of social work education. Every university has a system of its own in starting new schools of social work. Most of the schools are established not on the basis of any thorough need-assessment. The result is that of mushrooming of schools of social work to offer PG course in social work with no BSW programme. It has been observed that running PG programme in social work appears to be easier than offering UG programme in the field.

6. Generally, it has been observed that schools of social work, functioning under the administrative control of state universities, are equipped with needed infrastructure, including

library facilities. Most of the other schools are ill-equipped in terms of infrastructure. Few schools function in rented buildings with limited infrastructure.

7. The demand for the course is gradually on the decline, and especially in those run by private managements. The number of candidates seeking admission to MSW course in most of the schools of social work is reducing year after year, and some schools are on the verge of closure. Further, admissions to MSW course reveal that candidates of all streams of knowledge are not found, and in a few schools, admissions are meant for candidates with select courses, and most of the students are with BA background. The ratio of sanctioned intake and the number of applicants for the course do not offer a promising picture. Further, the qualification required for admission to social work is not uniform. There is one university that admits only candidates from one/two streams (BA/BSW) and yet is another university admits candidates of one stream only, or candidates from some select courses. This gives the impression that a candidate who is eligible to study MSW course in one university is not eligible for admission in another university in the state. Further, the course curriculum is different from university to university. This prevents students' migration from one university to another. Baikady et. al. (2004) have stressed the importance of uniformity of social work curriculum and also of developing a field work manual for students of social work.

8. The use of Kannada on the field in the conduct of field work practicum by students and faculty members is praiseworthy. This positive trend would certainly make the presence of School of Social Work a necessity in the community.

9. Faculty members (including guest and temporary faculty) are showing greater interest in academic programmes, especially in attending seminars/conferences at national and international levels, and have publications in journals/edited books. Some even prepared literature on social work in the form of books.

10. There are several students who say emphatically that it is the quality of education that matters the most rather than merely getting a degree. The students confess to preferring those schools which offer quality education and follow standards in terms of effective manpower, good infrastructure, and enhanced reputation of school in the society, proactively promoting innovations and creativity, and promising past records of students' professional achievements.

11. The number of candidates working for Ph. D. in Social Work is on the rise in recent times. Teachers with required research background and years of teaching experience and holding teaching positions (assistant professor, associate professor and professor) are recognized as research guides by their respective universities. This provision has paved way for a higher enrolment of candidates for Ph.D. in Social Work and a good number of candidates have been receiving doctoral degrees every year. Further, several practitioners are evincing keen interest in research and are motivated to enroll for Ph.D. All these positive aspects have led to a state where there is a superfluity of Ph. Ds and unfortunately, many of them are not placed well in the job market.

There are a few with doctoral degree working as guest faculty members for years with the hope that someday they would find long-term placement of their choice. An increased participation of teachers and young students in academic events like conferences, seminars and symposia, both at national and international levels, has been noticed in recent times. Added to this, the number of research publications in reputed journals is on the increase. But teachers hardly undertake research projects sponsored by national/international organizations. The quality of research publications of faculty members and the impact of the same needs to be examined.

12. The situation during present times indicates that all is not well and it is high time proper analysis for the following questions needs to be done and ways and means are to be identified to enhance the quality of social work education.

a) Do we agree that the growth of schools of social work, in terms of numbers, is unorganized? Do we have paper schools?

b) Do we believe that much planning has not been done before initiating the course in schools? Do the schools have the basics?

c) Are we offering knowledge and wisdom needed to young persons to become effective social workers? Are we guiding students properly?

d) Are candidates who have obtained master's degree in social work employable?

e) Do the candidates, after completing the course, possess requisite skills to become employable or even to be self-employed?

SECTION B: STAKEHOLDERS OF SOCIAL WORK EDUCATION

A) SCHOOLS OF SOCIAL WORK

Table 1
Category of Schools of Social Work

Response	No. of Schools of Social Work N: 24	%
Department of Social Work of Universities/Government First Grade Colleges	8	33.33
Department of Social Work of Schools of Social Work, being run by private management	16	16.67

SECTION I: CURRICULAR ASPECTS

Table 2
Question/Statement/Issue: Has the school given adequate information and guidance to the candidate so as to make informed and planned selection of subjects/courses where such provision of option is made?

Response	No. of Schools of Social Work N: 24	%
Yes	24	100.00
No	-	-

Table 3
Question/Statement/Issue: Does the school revise the prospectus periodically?

Response	No. of Schools of Social Work N: 24	%
Yes	23	95.83
No	1	4.17

Table 4
Question/Statement/Issue: MSW Programme

Response	No. of Schools of Social Work N: 24	%
Semester system	24	100.00
Consists of academic calendar of 15 weeks/ 90 days per semester	24	100.00

Table 5 **Question/Statement/Issue:** The components of weekly time-table related to _____		
Aspects	**No. of Schools of Social Work N: 24**	**%**
Number of hours of classes for theory papers	24	100.00
Number of days for field work practicum (2 days a week / 15 hours a week)	24	100.00
Individual conference	23	95.83
Group conference	21	87.50

Table 6 **Question/Statement/Issue:** Name the workshops/seminars/ orientation programmes conducted as integral components of MSW course		
Topic/Issue	**No. of Schools of Social Work N: 24**	**%**
Life skills	17	70.83
Social Work skills	22	91.67
Components of field work practicum	23	95.83
Process and ethics of social work research	20	83.33
Human rights	20	83.33
Use of library / internet	22	91.67
Use of computers	21	87.50
Writing assignments	24	100.00
Class presentations	24	100.00
Professional advancement	17	70.83
Preparation of resume	21	87.50
Facing interviews	21	87.50
Identification of avenues for higher education	21	87.50
Preparation of project proposal	21	87.50

SECTION II: TEACHING – LEARNING AND EVALUATION OF SUBJECT

Table 7

Question/Statement/Issue: Basic social work subjects are taught by social work faculty members

Response	No. of Schools of Social Work N: 24	%
Yes	24	100.00
No	-	-

Table 8

Question/Statement/Issue: Class strength of students is optimum (does not exceed 30)

Response	No. of Schools of Social Work N: 24	%
Yes	18	75.00
No	6	25.00

Table 9

Question/Statement/Issue: Emphasis of teaching of each subject is research-based

Response	No. of Schools of Social Work N: 24	%
Yes	21	87.50
No	3	12.50

Table 10

Question/Statement/Issue: Content of teaching is related to cross cultural issues

Response	No. of Schools of Social Work N: 24	%
Yes	23	95.83
No	1	4.17

Table 11

Question/Statement/Issue: Lectures are generally interactive or lectures generally are followed by discussion

Response	No. of Schools of Social Work N: 24	%
Yes	24	100.00
No	-	-

Table 12 **Question/Statement/Issue:** Practitioners are invited as guest faculty members		
Response	**No. of Schools of Social Work N: 24**	**%**
Yes	24	100.00
No	-	-

Table 13 **Question/Statement/Issue:** Audio-visual aids are used in teaching-learning		
Response	**No. of Schools of Social Work N: 24**	**%**
Yes	23	95.83
No	1	4.17

Table 14 **Question/Statement/Issue:** Methods of teaching-learning include		
Method	**No. of Schools of Social Work N: 24**	**%**
Lecture	24	100.00
Group discussion	24	100.00
Discussion of case studies	23	95.83
Newspaper clippings or creative literature	19	79.17
On-site visits	23	95.83
Preparation of writing assignments	24	100.00
Seminar presentation	24	100.00

Table 15 **Question/ Statement/ Issue:** Students are encouraged to refer relevant books/ reports/ articles in journals/ periodicals		
Response	**No. of Schools of Social Work N: 24**	**%**
Yes	24	100
No	-	-

Table 16 **Question/Statement/Issue:** Type of evaluation (examination) followed		
Response	**No. of Schools of Social Work N: 24**	**%**
Written examination	24	100.00
Written assignment	24	100.00
Class presentation (seminar)	24	100.00
Oral examination (viva-voce)	24	100.00

SECTION III: FIELD WORK PRACTICUM

Table 17 **Question/Statement/Issue:** Are the objectives of concurrent field work practicum different for each semester?		
Response	**No. of Schools of Social Work N: 24**	**%**
Yes	24	100.00
No	-	-

Table 18 **Question/Statement/Issue:** Has the school prepared manual/ guidelines on field work practicum?		
Response	**No. of Schools of Social Work N: 24**	**%**
Yes	14	58.33
No	10	41.67

Table 19 **Question/Statement/Issue:** What does field work practicum components comprise of?		
Response	**No. of Schools of Social Work N: 24**	**%**
Workshop on life skills	17	70.83
Workshop on social work skills	22	91.67
Organisational (orientation) visits	24	100.00
Concurrent field work	24	100.00
Rural / Tribal camp	24	100.00
Summer placement	17	70.83
Study tour	18	75.00
Block placement	24	100.00

Table 20

Question/Statement/Issue: Are the objectives of given field work component and background and need of students are the base for students' field work placement for each semester?

Response	No. of Schools of Social Work N: 24	%
Yes	24	100.00
No	0	0

Table 21

Question/Statement/Issue: Do the students involve in service activities during the emergency situations/ natural calamities like floods, earthquakes?

Response	No. of Schools of Social Work N: 24	%
Yes	20	83.33
No	4	16.67

Table 22

Question/Statement/Issue: Are students permitted (at least to some extent) to select a setting of their choice for

Learning Opportunity	No. of Schools of Social Work N: 24	%
Concurrent field work practicum during 3rdand 4th semester	24	100.00
Study tour	19	79.17
Rural / tribal camp	24	100.00
Block placement	24	100.00

Table 23

Question/Statement/Issue: Do you follow the criteria mentioned below in selecting field work settings for concurrent field work practicum / block placement?

Criterion	No. of Schools of Social Work N:24	%
A variety of learning opportunities are available primarily to practice the methods of social work	24	100.00
Scope is present for trainees to exhibit their talent/skills/creativity/initiatives	24	100.00
Opportunities are available to work with varied social issues of rural / urban poor and other vulnerable / marginalized groups	24	100.00
Welfare settings of different types including those of institutional / non-institutional services **and** of Government / NGOs	24	100.00

Table 24

Question/Statement/Issue: Do you assess periodically the worthiness of every agency for field work placement either for continuation **or** to identify simultaneously new agencies for students' placement?

Response	No. of Schools of Social Work N: 24	%
Yes	24	100.00
No	-	-

Table 25

Question/Statement/Issue: Majority of agency field work supervisors are professional social workers (with MSW background) and are with considerable years of experience

Response	No. of Schools of Social Work N: 24	%
Yes	21	87.50
No	3	12.50

Table 26 **Question/Statement/Issue:** Periodical meetings of agency field work supervisors are arranged either in the school or in agency to discuss the issues concerned with supervision		
Response	**No. of Schools of Social Work N: 24**	**%**
Yes	23	95.83
No	1	4.17

Table 27 **Question/Statement/Issue:** Role of Faculty Field Work Supervisor		
Role	**No. of Schools of Social Work N: 24**	**%**
Conducts individual conference (IC) with each student once a week and its duration is of minimum 30 minutes	23	95.83
Examines the field work record every week and makes written observations and comments in the record and personally discuss the same in IC with the student	24	100.00
Conducts group conference with students once a month wherein the students are given a chance to make presentation on varied issues related to field work and to share their experiences	24	100.00

Table 28 **Question/Statement/Issue:** Field Work Practicum Evaluation		
Issues of Evaluation	**No. of Schools of Social Work N: 24**	**%**
A standard format is used for evaluation giving due weightage to different components of field work	23	95.83
The criteria used for field work evaluation are clear and are prepared on the basis of objectives of the particular field work component	23	95.83
Students prepare self-evaluation report on field work experience / exposure	23	95.83
Evaluation is recorded by the faculty member in the form of description of performance rather than providing rating / marking	24	100.00

SECTION IV: TEACHING – LEARNING AND EVALUATION OF PROJECT REPORT

Table 29 **Question/Statement/Issue:** The aim of MSW level research is evidence-based _____		
Response	**No. of Schools of Social Work N: 24**	**%**
Yes	24	100.00
No	-	-

Table 30 **Question/Statement/Issue:** Guidelines for taking up research projects are prepared and given to all the students before starting the project		
Response	**No. of Schools of Social Work N: 24**	**%**
Yes	22	91.67
No	2	8.33

Table 31 **Question/Statement/Issue:** Ph.D. candidates are guided by faculty members in social work having doctoral degree with considerable years of experience		
Response	**No. of Schools of Social Work N: 24**	**%**
Yes	6	25.00
No	-	-
Not applicable	18	75.00

Table 32 **Question/Statement/Issue:** Ph.D. student-guide meetings are held as frequently as possible and as required		
Response	**No. of Schools of Social Work N: 24**	**%**
Yes	6	25.00
No	-	-
Not applicable	18	75.00

Table 33 **Question/Statement/Issue:** Active participation of students (MSW/Ph.D.) is encouraged in pursuance of research process		
Response	**No. of Schools of Social Work N: 24**	**%**
Yes	23	95.83
No	1	4.17

Table 34 **Question/Statement/Issue:** Use of multi-variate analysis in research project/thesis preparation is encouraged		
Response	**No. of Schools of Social Work N: 24**	**%**
Yes	15	62.50
No	4	16.67
Not applicable	5	20.83

Table 35 **Question/Statement/Issue:** Seminars/orientation programmes are arranged which include preparation of research proposal, ethical issues, writing of project report/thesis		
Response	**No. of Schools of Social Work N: 24**	**%**
Yes	19	79.16
No	1	4.17
Not applicable	4	16.67

Table 36 **Question/Statement/Issue:** Students are motivated to publish their report in an article form		
Response	**No. of Schools of Social Work N: 24**	**%**
Yes	23	95.83
No	1	4.17

Table 37 **Question/Statement/Issue:** Examination		
Response	**No. of Schools of Social Work N: 24**	**%**
MSW examination schedule is planned ahead of time and held in a fair manner	23	95.83
Prizes / medals are instituted for different types of student achievements	22	91.67
Comprehensive testimonials are provided to students after completion of course	23	95.83

SECTION V: COMPETENCE OF SOCIAL WORK FACULTY MEMBERS

Table 38 **Question/Statement/Issue:** All faculty members have MSW degree		
Response	**No. of Schools of Social Work N: 24**	**%**
Yes	24	100.00
No	-	-

Table 39 **Question/Statement/Issue:** UGC/State government norms and guidelines prescribed are followed in the recruitment and selection of candidates for faculty positions		
Response	**No. of Schools of Social Work N: 24**	**%**
Yes	22	91.67
No	2	8.33

Table 40 **Question/Statement/Issue:** Reservation is followed for SCs/ STs/ Differently-abled persons **and** gender parity is maintained		
Response	**No. of Schools of Social Work N: 24**	**%**
Yes	24	100.00
No	-	-

Table 41 **Question/Statement/Issue:** Social work faculty members perform the following tasks		
Response	**No. of Schools of Social Work N: 24**	**%**
	Yes	**No**
Classroom teaching	24	100.00
Fieldwork guidance and supervision	24	100.00
Field action projects	23	95.83
Research projects and Publication	23	95.83
Professional consultation	23	95.83
Participation in seminars / workshops / symposia / conferences / others	24	100.00
Organisation or conduct of academic programmes like seminars / workshops / symposia / conferences / others	24	100.00
Administrative responsibility/ other related assignments	24	100.00

Table 42 **Question/Statement/Issue:** Faculty Development Activities		
Response	**No. of Schools of Social Work N: 24**	**%**
Faculty members are encouraged to participate in seminars/conferences/ orientation programmes/refresher courses	24	100.00
Guest speakers are invited to address or interact with the faculty members and students	24	100.00

Table 43 **Question/Statement/Issue:** Appraisal and Recognition		
Response	**No. of Schools of Social Work N: 24**	**%**
Every faculty member prepares annual self-appraisal and plans the academic work for the next year	18	75.00
Outstanding performance of teachers is suitably rewarded (outstanding performance in teaching/ research/ extension activities/ publications is rewarded by the school/peers/ external organizations)	15	62.50
Faculty members are invited to serve as member of Committee for selecting faculty members in schools/ universities	6	25.00
Faculty members are invited to serve as member of Board of Studies (BOS)	10	41.67
Faculty members are invited to serve as member of Board of Examiners (BOE)	12	50.00
Faculty members are invited to serve as Question paper setter for National/ State Level Eligibility Test (NET/SLET)	5	20.83
Faculty members are invited to serve as member of Committees of Voluntary Organizations	10	41.67
Faculty members are invited to serve as member of Commissions/Committees appointed by Central/State Governments	3	12.50

Table 44 **Question/Statement/Issue:** Social Work Research : Standards for Research and Consultancy		
Response	**No. of Schools of Social Work N: 24**	**%**
Students are briefed about the procedures of selecting a topic for research	24	100.00
Scientific steps are being followed by students in undertaking research project / dissertation	24	100.00
References are of standard style	24	100.00
Faculty members have submitted proposals and received funds from agencies like UGC/ICSSR/International agencies for undertaking research	10	41.67
Faculty members are invited to take up research work from National and International agencies **and** undertaking research projects/ publications are encouraged	12	50.00

Table 45 **Question/Statement/Issue:** Publications		
Details	**No. of Schools of Social Work N: 24**	**%**
Research publications	22	91.67
Book reviews	17	70.83
Books (Author/Editor)	13	54.17
Every faculty member brings out at least one research publication in a year	21	87.50
Faculty members are invited to be members of editorial board /referees	13	5.17
School/Institution has a publication division	6	25.00

Table 46 **Question/Statement/Issue:** Participation in academic programmes		
Response	**No. of Schools of Social Work N: 24**	**%**
Faculty members participate in academic programmes like seminars/conferences/ workshops/ symposia in India	24	100.00
Faculty members participate in academic programmes like seminars/ conferences/ workshops/ symposia in other countries	17	70.83
Faculty members organize academic programmes like seminars/ conferences/ workshops/ symposia at national level	23	95.83
Faculty members organize academic programmes like seminars/ conferences/ workshops/ symposia at International level	17	70.83
Faculty members are consulted in matters related to the conduct of examination and selection of examiners/ question paper setters (wherever applicable)	20	83.33

Table 47 **Question/Statement/Issue:** Faculty members serve as honorary consultants (or under different titles of assignment) to_____		
Response	**No. of Schools of Social Work N: 24**	**%**
State/Central Government organizations	12	50.00
National NGOs	17	70.83
International NGOs	4	16.67
Corporate bodies	5	20.83
Research organizations	11	45.83
Schools of social work	15	62.50

SECTION VI: INFRASTRUCTURE OF SCHOOLS

Table 48

Question/Statement/Issue: Kindly provide your response to the items mentioned below:

Response	No. of Schools of Social Work N: 24	%
Own building	17	70.83
The building is differently-abled friendly	17	70.83
The building is situated in serene environment (open space, trees around, outdoor recreation)	19	79.17
Adequate number of classrooms	22	91.67
Required furniture (including computers, printer, internet facility)	19	79.17
Faculty members have separate rooms/cubicles	18	75.00
Common meeting hall	22	91.67
Computerization of administration	23	95.83

Table 49

Question/Statement/Issue: Are there adequate numbers of fresh rooms for the following?

Response	No. of Schools of Social Work N: 24	%
Male students	23	95.83
Male staff members	23	95.83
Female students	24	100.00
Female staff members	22	91.67

Table 50

Question/Statement/Issue: Are there separate accommodation/facilities available for the following?

Response	No. of Schools of Social Work N: 24	%
Field action projects	11	45.83
For research activities	12	50.00
For Ph.D./ M.Phil. students	5	20.83
Department library	20	83.33
Sick / rest room	19	79.17
Medical kit	21	87.50
Alumni association	13	54.17

Table 51 **Question/Statement/Issue:** Please provide your response on the following activities / facilities in your school.		
Response	**No. of Schools of Social Work N: 24**	**%**
Comprehensive cleaning of premises	23	95.83
Canteen facility for staff and students	14	58.33
Sports and recreational facility	23	95.83
Hostel facility for students	14	58.33
Day Care Centre / Crèche	9	37.50
Health centre	11	45.83
Guest house	12	50.00
Vehicle for the purpose of field work / action project or for other professional work	12	50.00

SECTION VII: LIBRARY AND LEARNING RESOURCES

Table 52 **Question/Statement/Issue:** Library is well-equipped with…….		
Response	**No. of Schools of Social Work N: 24**	**%**
Required number of newspapers / news magazines	21	87.50
Encyclopaedia	21	87.50
Required number of books on social work / allied fields	20	83.33
Required number of National Journals	19	79.17
Required number of International Journals	15	62.50
UN Publications	8	33.33
Faculty research projects / publications	18	75.00
Students' dissertations / Ph.D. theses	21	87.50
Reports of Ministries / Departments / Commissions	15	62.50
Reports of National / International NGOs	14	58.33

Table 53 **Question/Statement/Issue:** Is the Library well-equipped with the following facilities?		
Response	**No. of Schools of Social Work N: 24**	**%**
Computer, e-mail and internet services are available for students, staff and other users	19	79.17
Photocopy facilities are available with judicious use of paper	19	79.17
Book bank scheme is available	15	62.50
Library opens for long hours in a day	22	91.67

SECTION VIII: SERVICES AND ACTIVITIES FOR STUDENTS

Table 54 **Question/Statement/Issue:** What are the services and activities encouraged/ available for the students?		
Response	**No. of Schools of Social Work N: 24**	**%**
Scholarships for SCs/ STs/ OBCs/ Persons with Disabilities	24	100.00
Coaching in written and spoken english	20	83.33
Conversation skills in regional language	20	83.33
Remedial coaching	20	83.33
Counselling and referral services	23	95.83
Health check-up	14	58.33
Students' Union	15	62.50
Encouragement to students to participate in academic/cultural/sports programmes with financial support	23	95.83
Providing opportunities to students in the conduct of conferences / seminars/ workshops	24	100.00

SECTION IX: RULES FOR DISCIPLINE AND GRIEVANCES

Table 55

Question/Statement/Issue: Provide your response based on the applicability of the following:

Response	No. of Schools of Social Work N: 24	%
Students' attendance is maintained, monitored and communicated	24	100.00
Minimum 75% class attendance is required in every semester	24	100.00
Written discipline rules are made known	21	87.50
A well-defined mechanism to redress grievances of students is in existence	24	100.00

SECTION X: JOB PLACEMENT AND ALUMNI-RELATED ACTIVITIES

Table 56

Question/Statement/Issue: Provide your response……..

Response	No. of Schools of Social Work N: 24	%
Alumni association is formed	20/24	83.33
Alumni association is functioning effectively	19/20	95.00
Work-profile of Alumni is maintained	19/20	95.00
Career counselling is provided	19/20	95.00
Campus interviews are arranged	12/20	60.00
Effective medium of communication within the alumni (like newsletter) is in vogue	14/20	70.00

Table 57

Question/Statement/Issue: Alumni is contributing to……

Response	No. of Schools of Social Work N: 20	%
Professional growth	17	85.00
Students' placement	17	85.00
Field work placement	17	85.00

Table 58 **Question/Statement/Issue:** A faculty member is in-charge of the activities of alumni		
Response	**No. of Schools of Social Work N:20**	%
Yes	20	100.00
No	-	-

SECTION XI: STANDARDS FOR ORGANISATION AND MANAGEMENT

Faculty meetings are held regularly as opined by all the schools of social work

Table 59 **Question/Statement/Issue:** Please provide your response…….		
Response	**No. of Schools of Social Work N: 24**	**%**
Faculty meetings are held regularly	24	100.00
Long term and short term plans are prepared, discussed and monitored	24	100.00
Non-teaching staff is sufficient in number (not more than teaching staff ratio of 1:1)	19	79.17
There is a special cell to protect the rights of SCs/STs/OBCs	24	100.00
There is a committee / cell to deal with complaints of sexual harassment	24	100.00
Faculty members are consulted in placing orders for purchasing books / subscribing journals and purchase of stationary / equipment	24	100.00

Table 60 **Question/Statement/Issue:** What are the Standards of Healthy Practices?		
Response	**No. of Schools of Social Work N: 24**	**%**
Practice led research and research led practice are emphasized	22	91.67
School facilitates academic freedom of respect for diversity of opinion and expression	22	91.67
Intervention and relief and rehabilitation work during disaster management is coordinated	22	91.67

Table 61 **Question/Statement/Issue:** Contribution to association of Social Work Profession		
Response	**No. of Schools of Social Work N: 24**	**%**
Membership of professional association for social work is encouraged	24	100.00
Infrastructure and facilities are provided to house the association	16	66.67
Faculty members are encouraged to contribute to journals of professional association/serve as members of editorial boards	24	100.00
Faculty members serve as members of editorial boards of journals/ newsletters / similar others	16	66.67

SCHOOLS OF SOCIAL WORK

Baseline details, covering infrastructure, academic details and functioning of schools of social work included in the study, are presented in this section. The presentation is made under eleven sections and follows numerical order of tables mentioned in the previous pages.

Section I: Curricular Aspects

1. Out of 24 schools of social work represented by chairpersons/heads, which responded to the questionnaire, eight (33.33%) schools are departments of social work of universities/government first grade colleges; the remaining 16 schools are being run by private managements.

2-3. All schools of social work have provided information and guidance in the form of printed booklets or other means so as to enable students to make an informed choice of subjects/courses where such provision is made. Further, most of the schools have the system of periodical revision of their prospectus and make it up-to-date so that prospective students can get a clear picture of the course they would study and chances of job placement thereafter. This would help in taking appropriate decision regarding opting for the course or not.

4. All schools follow a semester pattern of education which is in vogue in all state universities. The calendar of an academic year comprises 15 weeks/90 days per semester as specified by the university.

5. All schools follow the academic calendar of respective jurisdictional university. A detailed time table is generally displayed indicating the class hours of theory courses, and days on which concurrent field work practicum is to be carried out. In the time-table of a majority of schools, specific timings of individual conferences and group conferences are also specified.

6. As a part of academic programme, the schools conduct class presentation and submission of written assignments. The least conducted programmes are on life skills, education, and

awareness activities on professional advancement. Many programmes/activities are being organised for benefit of students.

Section II: Teaching-Learning and Evaluation of Subjects

7. The basic subjects are included under core domain entitled: 'Social Work Profession: Theory and Practice and Socio-Political Context'. All faculty members teach basic subjects of social work.

8-9. As many as 18 (75%) schools have optimum level of student strength. In many schools, teaching is principally research-based and hence, more convincing and trustworthy.

10-13. In all schools, teaching is more interactive than classroom lectures. The teacher's lecture is generally followed by a healthy discussion. The schools have the practice of inviting practitioners in varied fields of social work/allied fields of knowledge as guest-faculty members. In almost all schools, faculty members generally adopt audio-visual aids in teaching-learning process and the content of teaching is related to cross-cultural issues.

14. Predominant methods of teaching-learning process include lectures, group discussions, preparation of written assignments, and presentation of seminars. Methods such as case discussion and on-site visits are followed in a majority of schools. Among the methods used, the least adopted one was discussions on newspaper clippings or creative literature.

15. In addition to regularly attending classes, students are encouraged to make use of library facilities to the maximum extent possible. Teachers encourage students to refer to relevant literature available in the form of books, journal articles, reports, and periodicals.

16. All schools of social work generally follow evaluation types such as written examination, written assignment, class presentation (seminar) and oral examination (viva-voce)

Section III: Field Work Practicum

17. Practice-learning is an important component of concurrent field work. Teaching-learning situations are provided to students in the form of individual conferences conducted every week, and group conference every fortnight. The objectives of concurrent practice-learning are different in each semester. This is the practice in all the schools of social work studied.

18. As many as 14 (58.33%) schools prepared manuals (or documents of guidelines) on field work practicum. A manual would facilitate the smooth conduct of field work practicum which clearly outlines the function of each stakeholder. However, 10 (41.67%) schools have no manuals or guidelines on field work practicum.

19. All schools had included four learning opportunities under field work practicum. They are: organisational (orientation) visits, concurrent field work, rural/tribal camp, and block placement. Workshops on life skills and social work skills, summer placement, and study tour are being conducted in most schools of social work.

20. In all schools of social work, field work placement of students is on the basis of the objectives of the specific learning opportunity of field work, and also the background and need of students. Students are placed on the basis of a definite system and are not at random.

21. Many schools (20/24) involve their students in service activities during emergency situations/natural calamities like floods and earthquakes.

22. The schools, in general, select a field work setting (for concurrent field work, rural/tribal camp, and block placement) during the students' second year, based on their choice/interest with regard to specialisation or thrust area. Suitable agencies are identified to meet these expectations by matching the interest and ability of the students, objectives and requirements of the agency with the objectives of specific field work programme.

Study tour is an academic-cum-professional learning activity which focuses on further enhancement in the learning process. Generally, the tour programme is initiated by both school and students and the academic part of it is finalised by the school itself keeping in

view the objectives of such an academic tour. However, the selection of field work setting for concurrent field work practicum for first year students is fully managed by the schools themselves.

23. All schools of social work follow certain criteria to select field work agency for concurrent field work practicum and block placement to help students learn the practical aspects of the profession and identify the role of social worker in the chosen field of interest/specialisation. These two constitute major learning opportunities for students. While concurrent field work is carried out during the course of study, generally block placement takes place after completion of the course (class work).

24. The worthiness of agencies for field work placement in pursuit of their continuous professional linkage is being assessed periodically by the schools. This would help continuing with the agency which offers opportunities for learning, and plan for new agency in case learning opportunities are not up to the expected level.

25. Almost all chairpersons/heads mention that agency field work supervisors are professional social workers (with MSW background) with several years of experience. This is important as the qualified personnel in the relevant field will provide practical insights for students and guide them to become professional social workers.

26. In order to impart quality social work training for the benefit of students and to make them understand practical knowledge in an effective manner, periodical meetings are being conducted by the schools. This will make stakeholders of field work (mainly faculty field work supervisor, agency field work supervisor and students) to understand themselves better, discuss and deliberate on various aspects of field work training, including application of theory into practice, and avenues for professional growth of students.

27. The role of faculty field work supervisor is greatly significant in shaping the students in connection with social work practice. Almost all faculty members are aware of their roles

such as conducting individual conferences (ICs), examining field work records, conducting group conferences (GCs), and planning future course of action. All these predominant factors will enable faculty field work supervisors to sharpen students' skills through proper monitoring and evaluation, and prepare them to be well trained social workers.

28. All the schools have admitted that evaluation is recorded by the faculty member concerned in the form of description of performance rather than providing rating/marking, and in some schools, viva-voce examination is the method of evaluation. Almost all schools follow a standard format for evaluation and have evolved criteria for field work evaluation based on the objectives. The students prepare self-evaluation report on field work experience/exposure. Proper mechanisms in evaluation will make field work practicum more effective and set an alarm for students to be serious and develop inclination to learn practical aspects.

Section IV: Teaching – Learning and Evaluation of Project Report

29. Different nomenclatures are being used for research report. They include: project report, major project, and dissertation, all of which convey the same meaning.

Every student has to work on a research topic under the guidance of a faculty supervisor and submit the report at the end of the academic year for evaluation. The purpose of a research project is to enable the student develop scientific interest/ability to undertake empirical work. Evidence-based research is encouraged in every school of social work as a mark of originality.

30. Research project is a serious academic component of social work curriculum. Almost all schools (91.67%) provide guidelines for its preparation well in advance and circulate the same among students. This makes them understand the place of research in social work practice and the procedure to be adopted in undertaking scientific investigation.

31. Faculty members with doctoral degree and considerable years of experience in teaching, and having quality research publications to credit will be able to guide Ph.D candidates in a proper manner. It is the quality of research and its positive impact that matters the most in enhancing quality of education.

32. Research must be a passion for the candidate doing doctoral research work. Periodical discussion with academicians, practitioners and researchers would sharpen the work proposed and ensure the quality of work is of very high standard. Discussions held during regular meetings between the Ph. D student and research guide will make the research work more effective with the emergence of many new ideas and thoughts, and issues of critical thinking. Such meetings must be held as frequently as possible for yielding better results at the expected level.

33. Science is innovative and efforts of scientists are paramount. Students must be as active as supervisors to undertake quality research. A good teacher encourages the student to develop a scientific frame of mind. Such a pro-active approach has been observed in the schools.

34. The application of uni-variate, bi-variate and multi-variate analysis would describe and explain the variation in a single variable, two variables, and simultaneous effects of many variables taken together. A good number of schools (62.50%) encourage students to use multi-variate analysis wherever possible in the preparation of thesis/project report.

35. Making students understand research concepts, both in terms of theory and practical approach, is the key factor at the post-graduate, M.Phil and Ph.D. levels. This can be met by organising several programmes for the benefit of students. The data analysed reveals that a majority of schools of social work (79.16%) are moving in the right path. They organised seminars/orientation programmes on various themes frequently.

36. A majority of schools of social work (23/24 or 95.83%) motivate students to publish their reports in article form. This serves as a morale booster for students in enhancing their interest in research and developing spirit of sharing and contributing their knowledge in their interested areas. Further, students understand the link between research and practice.

37. Examination system and the institution of prizes/medals are almost uniform in all the schools. Schools (23/24 or 95.83%) also provide a comprehensive testimonial to students at the end of academic programme.

Section V: Competence of Social Work Faculty Members

38. In all schools of social work, faculty members possess master's degree in social work.

39. The process adopted for recruitment and selection for faculty positions is appreciable. The schools follow the guidelines prescribed by UGC/State government in this regard. This process would enable the schools to get the best pool of talent to impart quality education.

40. Upholding the constitutional provisions meant for the marginalised sections of the society is most important and the same is being followed without any violation in all schools.

41. The results from the table indicate that the schools are functioning well in terms of faculty members performing their varied functions. Their tasks include teaching, guiding, organising, participating and managing academic activities.

42. Knowledge enrichment is a continuous process requiring updating and upgrading skills and competencies and adapting latest trends and practices. The advancement in technological innovations has been changing in the area of teaching in higher education. Hence, conducting faculty development programmes will build confidence among the faculty through orientation programmes, refresher courses, seminars, workshops etc., Faculty members are encouraged to participate in academic programmes for updating their competencies. Guest speakers, who have expertise in a particular field of knowledge, are also invited to interact with faculty members and address the students.

43. Appraisal system in the form of assessing how successful and effective a faculty member exists in most of the schools. Academic contribution is the yardstick to recognition. The table indicates that in most of the schools a good appraisal system exists and the faculty members are recognised for their contribution. The system of preparation of annual self-appraisal and plans, and rewarding the outstanding performance of teachers exists in 18 out of 24, and 15 out of 24 schools respectively. Further, faculty members of a few schools are invited to serve as members of recruitment and selection process, board of studies, board of examiners, board of question paper setters, committees of voluntary organisations and commissions/committees appointed by central/state governments.

44. In all schools, students are briefed about the procedures of selecting topics for research, scientific steps to be followed by students in undertaking research projects/dissertations and citing references in the prescribed format. In many schools (12/24 or 50%) faculty members are invited to take up research work from national and international agencies and the schools encourage faculty members to undertake research projects /publish empirical work. Apart from this, it is further important to note that as many as 10 (41.67%) schools mention that faculty members have submitted proposals and received funds from agencies like UGC/ICSSR/international agencies to undertake research activities.

45. Contribution of faculty members is mostly in the form of authoring books and research publications. They are well aware that their professional growth is positively linked to publications. Faculty members have been contributing towards research publications (22/24 or 91.67%), book reviews (17/24 or 70.83%), and a minimum of one research publication in a year (21/24 or 87.50%), and authoring/editing books (13/24 or 54.17%).

46. While participation of faculty members in the academic events at national level is very good, such a level of participation at the international level has not been observed. Organisation of similar events at national level is good. It is generally observed in almost all

schools of social work that faculty members are found to be busy in preparing research articles and contributing to academic events. Greater levels of academic inputs in various academic fora and contribution to many academic publications are found in recent times. The reason could be that such participation is necessary for professional upward movement, and partially due to personal interest of faculty members.

47. Faculty members have been serving as honorary consultants (under different titles of assignment) to various organisations at national and international levels. Faculty members of many schools are serving as honorary consultants (or under different titles of assignment) of national NGOs (17/24 or 70.83%), other schools of social work (15/24 or 62.50%), government organisations (12/24 or 50%), and research organisations (11/24 or 45.83%). Though the level of contribution seems to be good in these areas, it is inadequate in corporate bodies and international NGOs. In certain areas, contribution of faculty members is noteworthy, whereas, in some areas like research organisations, state/central government organisations, the contribution needs to improve further.

Section VI: Infrastructure of Schools of Social Work

48-51. Infrastructure of schools in terms of own building, number of class rooms, accommodation for faculty members, common meeting hall, computerisation of administration has been adequately found. The environment is serene and is differently-abled friendly. By and large, the infrastructure in the schools lies in the range of moderate to good. Seven schools (29.17%) do not have their own accommodation.

Separate accommodation facilities are not adequately available for field action projects, research activities, alumni association meetings, and for research students. In a good number of schools, space for a small library, sick/rest room and for medical kit is available. Comprehensive cleaning of premises, and sports and recreational facilities are available in

most schools. Other facilities like canteen, hostel, day care centre/crèche, health centre, guest house and vehicle for field work/other academic work are not up to the expected level. In some schools, these facilities are not available.

To conclude, the schools of social work have decent infrastructure as far as the above mentioned facilitates are concerned. Having separate accommodation/facilities for various academic and research work will make the faculty and students feel comfortable while enriching their knowledge.

Section VII: Library and Learning Resources

52-53. In terms of literature on social work and allied disciplines, the libraries are moderately equipped with books/journals and other documents. Very few libraries subscribe to UN publications, and reports of national and international NGOs. From the point of view of students, their requirements such as library facilities, access to computers, photocopying facilities, book bank provision, and long hours of functioning of libraries, are reasonably sound.

Section VIII: Services and Activities for Students

54. The schools provide student-centred services and promote curricular, co-curricular and extra-curricular activities to students. The services offered include: provision of scholarship for SCs/STs/OBCs and persons with disabilities, congenial atmosphere for conduct of academic programmes, increased participation in student-related activities etc., Further, the services include coaching in written and spoken English and communication skills, providing counselling and referral services, and remedial coaching for students who require these services.

Section IX: Rules for Discipline and Grievances

55. All schools monitor regularity of students to classes in terms of maintaining healthy attendance in theory classes and commitment to field work. They display the attendance of every student on notice boards. A minimum of 75% attendance is essential to get eligibility to appear for examination. The grievances of students are addressed to and written disciplinary rules are made known to students in many schools. The discipline is essentially for controlling students' behaviour through the rules. This is very essential because every student must become a disciplined social worker.

Section X: Job Placement and Alumni-related Activities

56-58. Alumni associations are functioning in 20 schools of social work and very well in 19 schools. The major activity of these associations is preparation of the profile of alumni. Campus placements and interviews are being arranged in 12 out of 20 schools as a mark of the higher status of the schools. Effective medium of communication with regard to professional issues in the form of newsletters is in vogue in 14 schools.

All schools which formed such associations are of the view that the major beneficial effects of the association are in terms of professional growth, job placement of students, and placement of students in field work training. A faculty member is in charge of each of the 20 associations. The associations serve as essential link between the schools and wider community. The same tempo and rhythm have to be continued in letter and spirit, in future also.

Section XI: Standards for Organisation and Management

59. In all schools, provision is made to conduct periodical meetings to review academic work and activities related to co-curricular and extra-curricular activities. This refers to collective approach and democratic decision-making process in the functioning of schools. During the

meetings, suitable decisions are taken on many professional issues and department activities for effective functioning. Apart from this, there will be a sense of unity and the concept of 'us' feeling and a 'sense of unity' among colleagues.

All schools of social work have both short-term and long-term development plans. The schools also have appropriate committees/cells to deal with complaints of sexual harassment and to adopt transparency in placing orders for purchase of stationary/equipment/books/subscription to journals. A special cell is in existence to protect the rights of SCs/STs/OBCs, and non-teaching staff in adequate numbers in many schools.

60. Healthy academic practice exists in the schools. These include: a) increased emphasis on research-led practice and practice-led research; b) promotion of academic freedom; and c) active participation and coordination of relief and rehabilitation work during occurrence of disasters.

61. It is good to know that all schools encourage their faculty members to become members of professional associations of social work and contribute knowledge-based literature to academic journals. Many faculty members serve the profession by performing the duties of members of editorial boards of journals/newsletters. The schools provide the infrastructure and facilities to house professional associations of social work. Increased participation of faculty members of social work in seminars and conferences, and equally higher number of publications in the professional journals, indicate that faculty members are busy with research work.

B: FACULTY MEMBERS

Table 1 Personal Profile of Faculty Members		
	No. of Faculty Members N: 115	**%**
a. Gender		
Male	79	68.70
Female	36	31.30
b.Qualification		
MSW	80	69.57
MSW/M.Phil/Ph.D	35	30.43
c. Nature of appointment		
Permanent	50	43.48
Temporary/ Guest Faculty	65	56.52
d. Years of PG Teaching Experience		
5 years & below	43	37.39
6 - 10 years	48	41.74
11 years & above	24	20.87
Range: 2 - 27 years, Mean: 7.2 years, SD: 4.739		

SECTION I:

MSW COURSE – ADMISSION CRITERIA AND PROCEDURE

Table 2 **Question/Statement/Issue:** A clear and transparent admission criteria and procedure are followed		
Response	**No. of Faculty Members N: 115**	**%**
Yes	106	92.17
No	9	7.83

Table 3 **Question/Statement/Issue**: Reservation policy stipulated by the Government of India/Government of Karnataka is strictly followed in the allotment of seats for admission		
Response	**No. of Faculty Members N: 115**	**%**
Yes	115	100.00
No	-	-

Table 4 **Question/Statement/Issue**: What is the ideal Faculty: Student ratio?		
Response	**No. of Faculty Members N: 115**	**%**
1:10	59	51.31
1:15	40	34.78
1:20	16	13.91
1:25	-	-

Table 5 **Question/Statement/Issue**: All eligible candidates are well aware of the fact that social work course includes linkage of formal training in the classroom and practical experience in the field		
Response	**No. of Faculty Members N: 115**	**%**
Strongly agree	53	46.09
Agree	49	42.61
Not likely	10	8.69
Disagree	3	2.61
Strongly Disagree	-	-

Table 6 **Question/Statement/Issue**: School has student-centred environment		
Response	**No. of Faculty Members N: 115**	**%**
Strongly agree	50	43.48
Agree	59	51.30
Not likely	5	4.35
Disagree	1	0.87
Strongly disagree	-	-

Table 7 **Question/Statement/Issue**: Rate the following initiatives based on the existence in the institute and the extent to which they are practiced			
Initiative/Provision	**No. of Faculty Members N: 115**		
	Present & Active	**Present & Dormant**	**Not Present at all**
Scholarships	92 (80.00%)	20 (17.39%)	3 (2.61%)
Grievance redressal mechanism	71 (61.74%)	31 (26.96%)	13 (11.30%)
Coaching in written and spoken English	59 (51.30%)	36 (31.30%)	20 (17.39%)
Remedial coaching classes	68 (59.13%)	21 (18.26%)	26 (22.61%)
Book bank	66 (57.39%)	25 (21.74%)	24 (20.87%)
Counselling services	81 (70.44%)	18 (15.65%)	16 (13.91%)
Referral services	78 (67.83%)	17 (14.78%)	20 (17.39%)
Annual health check-up	39 (33.91%)	21 (18.26%)	55 (47.83%)
Student forum	69 (60.00%)	27 (23.48%)	19 (16.52%)
Career Counselling	74 (64.35%)	18 (15.65%)	23 (20.00%)
Campus job interviews	54 (46.96%)	35 (30.43%)	26 (22.61%)

SECTION II:
FACULTY MEMBERS' RECRUITMENT, WORKLOAD, DEVELOPMENT ACTIVITIES, APPRAISAL AND RECOGNITION

Table 8 **Question/Statement/Issue**: Recruitment of faculty positions is		
Response	**No. of Faculty Members N: 115**	**%**
As per the norms of UGC / State Government	96	83.48
Other	19	16.52

Table 9 **Question/Statement/Issue**: School has adequate number of professionals as faculty members		
Response	**No. of Faculty members N: 115**	**%**
Yes	99	86.09
No	16	13.91

Table 10

Question/Statement/Issue: Average workload and tasks performed by the teachers (give % of workload undertaken for each component, from 'a' to 'h')

Description	10% - 20%	20% - 40%	40% - 60%	60% - 80%	80% & above	Mean
a. Teaching (including guidance and evaluation of research projects / dissertations)	39 (33.91%)	16 (13.91%)	15 (13.05%)	25 (21.74%)	20 (17.39%)	44.96
b. Field work supervision	54 (46.96%)	13 (11.31%)	16 (13.91%)	16 (13.91%)	16 (13.91%)	37.30
c. Conduct of research by self	63 (54.78%)	17 (14.78%)	16 (13.91%)	12 (10.44%)	7 (6.09%)	29.65
d. Consultation to organizations as consultant, planner etc.,	70 (60.87%)	12 (10.43%)	16 (13.91%)	11 (9.57%)	6 (5.22%)	27.57
e. Organization (on behalf of school) of seminars / conferences / workshops / training programmes at regional / national / international levels	66 (57.39%)	13 (11.30%)	18 (15.65%)	13 (11.30%)	5 (4.35%)	28.78
f. Participation (including presentation of a paper, delivering a lead lecture) in seminars / conferences / workshops / training programmes at regional / national / international levels	61 (53.04%)	13 (11.31%)	21 (18.26%)	14 (12.17%)	6 (5.22%)	31.04

g. work related to publications (writing books, contribution to journals and edited books and serving as referees to journals)	67 (58.26%)	21 (18.26%)	16 (13.91%)	6 (5.22%)	5 (4.35%)	25.83
h. Administrative responsibility / other related to assignments	62 (53.91%)	7 (6.09%)	18 (15.65%)	19 (16.52%)	9 (7.83%)	33.65

Table 11

Question/Statement/Issue: Guest speakers (practitioners) have been frequently invited to interact with teachers and students

Response	No. of Faculty Members N: 115	%
Yes	97	84.35
No	18	15.65

Table 12

Question/Statement/Issue: Management, peers or external organisations recognize outstanding performance of faculty members (in teaching, research, consultancy, publications, field action projects etc.)

Response	No. of Faculty Members N: 115	%
Yes	88	76.52
No	27	23.48

Table 13

Question/Statement/Issue: Based on the academic credentials obtained, I get invitation to serve as

Invitation / Offer	No. of Faculty members N: 115	%
Member of Board of Studies of other universities	20	17.39
Member of Board of Examiners of other universities	29	25.22

Some are members of both BOS and BOE. Many are not members of the statutory bodies.

Table 14 **Question/Statement/Issue**: School adopts participatory methods in decision making related to academic activities		
Response	**No. of Faculty Members N: 115**	**%**
Yes	104	90.43
No	11	9.57

Table 15 **Question/Statement/Issue**: School maintains healthy relations with other schools of social work		
Response	**No. of Faculty Members N: 115**	**%**
Yes	110	95.65
No	5	4.35

SECTION III:
TEACHING AND EVALUATION

Table 16 **Question/Statement/Issue**: Social work faculty members teach the basic social work subjects		
Response	**No. of Faculty Members N: 115**	**%**
Yes	114	99.13
No	1	0.87

Table 17 **Question/Statement/Issue**: Preferred intake of students for admission to MSW course		
Intake	**No. of Faculty Members N: 115**	**%**
20 – 30	42	36.52
30 – 40	47	40.87
40 – 50	19	16.52
50 – 60	7	6.09

Table 18 **Question/Statement/Issue**: Teaching is either a participatory one or lecture followed by discussion.		
Response	**No. of Faculty members N: 115**	**%**
Yes	113	98.26
No	2	1.74

Table 19 **Question/Statement/Issue**: Faculty members use audio-visual methods for teaching-learning		
Response	**No. of Faculty members N: 115**	**%**
Yes	103	89.57
No	12	10.43

Table 20 **Question/Statement/Issue**: Subject guidelines (including title, objectives, necessary credits, content, time schedule, methods of teaching and linkage with field work practicum, books recommended, other source of knowledge, and methods of evaluation) are circulated to the students in the beginning of the semester		
Response	**No. of Faculty members N: 115**	**%**
Yes	111	96.52
No	4	3.48

Table 21 **Question/Statement/Issue**: Students are encouraged to refer relevant books, journals and other sources of knowledge		
Response	**No. of Faculty Members N: 115**	**%**
Yes	110	95.65
No	5	4.35

Table 22 **Question/Statement/Issue**: Performance of students in a subject, being taught by you, is evaluated		
Response	**No. of Faculty Members N: 115**	**%**
Written examination	115	100.00
Case studies	96	83.48
Problem - centred examination	71	61.74
Assignments	114	99.13
Class presentation	113	98.26

*Some had given more than one response

SECTION IV:
PROFESSIONAL APPROACH OF STUDENTS

Table 23

Question/Statement/Issue: Indicate your response against each statement given below

N:115

Statements : Indicate the existing level	Not Satisfactory	Satisfactory	Good
Promotion of harmonious and professional relations among students	3 (2.61%)	38 (33.04%)	74 (64.35%)
Attendance to classes and participation in classes	6 (5.22%)	45 (39.13%)	64 (55.65%)
Attendance and participation in all components of field work	6 (5.22%)	47 (40.87%)	62 (53.91%)
Adherence to field work agency policies (confidentiality, use of agency resources, use of time, completion of work assigned including writing reports).	9 (7.83%)	37 (32.17%)	69 (60.00%)
Compliance with code of conduct of profession.	8 (6.96%)	48 (41.74%)	59 (51.30%)
Able to relate theoretical knowledge and field placement experience.	5 (4.35%)	51 (44.35%)	59 (51.30%)
Willingness to learn and voluntarily take up higher level of work.	10 (8.70%)	39 (33.91%)	66 (57.39%)
Completion of field work assignments on time.	10 (8.70%)	41 (35.65%)	64 (55.65%)
Meaningful participation and proper dialogue in individual conference (IC) and group discussion.	12 (10.44%)	41 (35.65%)	62 (53.91%)
Appropriate termination of each component of field work	8 (6.96%)	46 (40.00%)	61 (53.04%)
Proper conduct of joint conferences of faculty supervisor, student and agency supervisor	16 (13.91%)	39 (33.91%)	60 (52.18%)
Objective evaluation of student in terms of acquiring competencies both in theory and field work	6 (5.22%)	58 (50.43%)	51 (44.35%)
Willingness of students to accept constructive criticism and feedback	7 (6.09%)	41 (35.65%)	67 (58.26%)
Extensive use of library services	24 (20.87%)	45 (39.13%)	46 (40.00%)
Appreciable participation of students in co- curricular activities	14 (12.17%)	49 (42.61%)	52 (45.22%)

Preparedness and willingness of students to represent profession after completion of course	14 (12.17%)	54 (46.96%)	47 (40.87%)
Interest in research-informed practice and practice-informed research	22 (19.13%)	48 (41.74%)	45 (39.13%)
Willingness of students to receive necessary guidance and instructions (both for theory and field work) from faculty members.	9 (7.83%)	48 (41.74%)	58 (50.43%)
Acceptance of teacher as a mentor	5 (4.35%)	46 (40.00%)	64 (55.65%)

SECTION V:
STUDENTS' DISSERTATIONS, PUBLICATIONS, AND PARTICIPATION IN ACADEMIC ACTIVITIES

Table 24

Question/Statement/Issue: Selection of the topic for research is the choice of the candidate

Response	No. of Faculty Members N: 115	%
Strongly agree	56	48.69
Agree	51	44.35
Not likely	6	5.22
Disagree	2	1.74
Strongly disagree	-	-

Table 25

Question/Statement/Issue: Do you think that students, in general, experience inconveniences/problems in carrying out quality research work in the areas stated below:

Response	No. of Faculty Members N: 115	%
In adopting scientific process	96	83.48
General inconveniences/problems	83	72.17

*Many have mentioned both

Table 26

Question/Statement/Issue: Have you received grants / funds for research?

Response	No. of Faculty Members N: 115	%
Yes	15	13.04
No	100	86.96

Table 27

Question/Statement/Issue: Have you been invited to carry out research from Regional, National, and International organizations?

Response	No. of Faculty Members N: 115	%
Yes	15	13.04
No	100	86.96

Table 28

Question/Statement/Issue: Have you been provided the needed Infrastructure/ facilities/ amenities by school to carry out research?

Response	No. of Faculty members N: 115	%
Computer with internet facility	96	83.48
Printer	82	71.30
Required stationery	83	72.17
Financial aid to research work	60	52.17
Incentives	52	45.22

*Many have received more than one facility/amenity

Table 29

Question/Statement/Issue: Are your research findings used for or How do you assess the impact of research work, undertaken by you, in terms of…..

Impact	No. of Faculty members N: 115	%
Policy and program change	58	50.43
Initiation of new intervention	81	70.43
Review of Curriculum	76	66.09
Taking up of further investigation	80	69.57
Clarification of concepts	85	73.91
Effective teaching and guidance	95	82.61

*some have given more than one response

Table 30

Question/Statement/Issue: Do you have a committee of faculty members (experts) /a provision wherein students can have informal discussion with faculty members to review research proposals for MSW/Ph.D?

Response	No. of Faculty members N: 115	%
Yes	52	45.22
No	63	54.78

Table 31

Question/Statement/Issue: Do you have a committee of faculty members (experts)/ a provision wherein students can have informal discussion with faculty members to review the ethical aspects in research?

Response	No. of Faculty Members N: 115	%
Yes	45	39.13
No	70	60.87

Table 32

Question/Statement/Issue: Have you participated actively in organising seminars, workshops, symposia, conferences at regional / national-level?

Response	No. of Faculty Members N: 115	%
Yes	98	85.22
No	17	14.78

Table 33

Question/Statement/Issue: Have you participated actively in organising Seminars, Workshops, Symposia, and Conferences at International-level?

Response	No. of Faculty Members N: 115	%
Yes	65	56.52
No	50	43.48

Table 34

Question/Statement/Issue: Have you provided services as consultant to NGOs / State or Central government organizations/research organizations/ corporate bodies / other schools of social work?

Response	No. of Faculty Members N: 115	%
Yes	60	52.17
No	55	47.83

SECTION VI:
FIELD WORK GUIDANCE REQUIREMENTS/FUNCTIONS OF FACULTY SUPERVISORS

Table 35

Question/Statement/Issue: School identifies suitability of setting for placement of student for field work practicum on the basis of matching his/ her ability and interest with objectives of agency and background of agency field work supervisor

Response	No. of Faculty Members N: 115	%
Yes	112	97.39
No	3	2.61

Table 36

Question/Statement/Issue: Field work placement is aimed at making the experience of students both informative and educational

Response	No. of Faculty Members N: 115	%
Yes	114	99.13
No	1	0.87

Table 37

Question/Statement/Issue: School prepares required standards for field work education

Response	No. of Faculty Members N: 115	%
Yes	112	97.39
No	3	2.61

Table 38

Question/Statement/Issue: School establishes and maintains partnership with field work agency supervisor

Response	No. of Faculty Members N: 115	%
Yes	111	96.52
No	4	3.48

Table 39

Question/Statement/Issue: Do you prepare the student for exposure to field work by making him/her ready to learn and by creating ethical awareness?

Response	No. of Faculty Members N: 115	%
Yes	108	93.91
No	7	6.09

Table 40

Question/Statement/Issue: Faculty supervisor takes full responsibility of enabling the student to accomplish the tasks and learning exercises assigned

Options	No. of Faculty members N: 115	%
Yes	115	100.00
No	-	-

Table 41

Question/Statement/Issue: Faculty supervisor earmarks specific time for individual conference once in a week and to devote time according to student needs.

Response	No. of Faculty members N: 115	%
Yes	113	98.26
No	2	1.74

Table 42

Question/Statement/Issue: Faculty supervisor facilitates student's learning and education and to make connection between practical work and theory with empirical evidence.

Response	No. of Faculty Members N: 115	%
Yes	114	99.13
No	1	0.87

Table 43

Question/Statement/Issue: Faculty supervisor provides periodic feedback to students with regard to their own performance in terms of learning and acquiring competencies.

Response	No. of Faculty members N: 115	%
Yes	113	98.26
No	2	1.74

Table 44

Question/Statement/Issue: Faculty supervisor provides students the range of experience like prompt and punctual attendance to the field work setting, maintenance of discipline, and opportunity to take up expected tasks

Response	No. of Faculty Members N: 115	%
Yes	111	96.52
No	4	3.48

Table 45		
Question/Statement/Issue: Faculty supervisor functions as a liaison between field work setting and school of social work by interpreting the policies and programmes of school and broader curriculum so as to establish the match		
Response	**No. of Faculty Members N: 115**	**%**
Yes	108	93.91
No	7	6.09

Table 46		
Question/Statement/Issue: Faculty supervisor obtains feedback from student as well as agency field work supervisor so as to make necessary changes in curriculum		
Response	**No. of Faculty members N: 115**	**%**
Yes	108	93.91
No	7	6.09

Table 47		
Question/Statement/Issue: Faculty supervisor serves as a role model to students to emulate.		
Response	**No. of Faculty members N: 115**	**%**
Yes	109	94.78
No	6	5.22

Table 48		
Question/Statement/Issue: Faculty member assesses worthiness of field work setting for future placement and equally for identification of new settings		
Response	**No. of Faculty members N:115**	**%**
Yes	105	91.30
No	10	8.70

SECTION VII:
ROLE AND FUNCTIONS OF FACULTY SUPERVISORS

Table 49

Question/Statement/Issue: Indicate the existing level on each statement given below; Role performed by faculty field work supervisor N:115

Response	Not Satisfactory		Satisfactory		Good	
PLACEMENT: Students' background match with agency policies and background of agency supervisor	8	6.96%	50	43.48%	57	49.56%
LINKAGE: Bring linkages between expectations and experiences available	10	8.70%	48	41.74%	57	49.56%
ADMINISTRATION: Ensure that each component of field work is completed successfully and on time	16	13.91%	35	30.44%	64	55.65%
EVALUATION: Evaluate the performance of student, as well as continuation of field work setting for future placement of student	7	6.09%	43	37.39%	65	56.52%

Table 50

Question/Statement/Issue: Indicate the existing level on each statement given below Functions performed by faculty field work supervisor N:115

Response	Not Satisfactory		Satisfactory		Good	
ADVISOR: Advise students when required so as to derive benefits of field work training	8	6.96%	29	25.22%	78	67.82%
MONITOR: Periodically monitors the performance and learning experience of students	8	6.96%	32	27.82%	75	65.22%
TEACHER: Provide the needed theoretical knowledge and integrate it with field work	7	6.09%	28	24.35%	80	69.56%
MODERATOR (Therapist): Amicable resolution of conflicts, problems, and inconveniences arisen in course of smooth exposure to field work	7	6.09%	36	31.30%	72	62.61%
EVALUATOR: Evaluation of student's performance both in theory (class work/course work) and field work	7	6.09%	31	26.95%	77	66.96%

SECTION VIII:
FIELD WORK PRACTICUM

Table 51 **Question/Statement/Issue:** Following provisions are made / activities are carried out:		
	No. of Faculty members N: 115	**%**
Provision of a manual (or a detailed note) containing all details pertaining to each of the components of field work practicum	104	90.43
Choice is given to students to select their own field work settings for concurrent field work, educational tour / block placement in the last two semesters (Final Year)	106	92.17
Unstructured and challenging settings are the priority for students' field work practicum	71	61.74
Visit the agency as frequently as possible to know the progress of students and to plan the field work programme	105	91.30
Check student's recordings on a weekly basis and make written comments and thereafter to discuss issues in the individual conference with student	110	95.65
Hold at least one group conference in every 15 days	103	89.57
Formulation of a definite criteria to evaluate the performance of students in field work practicum	108	93.91
The evaluation criteria of each component of field work practicum are clear and transparent	109	94.78
Providing opportunities to students to explicitly make self-evaluation of each component of field work practicum	101	87.83
A minimum of 30 minutes time per week is spent with each student for individual conference	95	82.61
Periodical review is undertaken to assess practicum-worthiness of setting for continuation and to identify new setting for practicum	106	92.17
MSW qualification and considerable years of experience as faculty member are the prerequisites to function as faculty field work supervisors	110	95.65

Table 52

Question/Statement/Issue: Indicate the existing level on each statement given below;

Response	Not Satisfactory		Satisfactory		Good	
Appropriate linkages of objectives of each component of field work practicum with levels of theoretical input given in class.	2	1.74%	34	29.56%	79	68.70%
Involvement of students in intervention (service activities) during unforeseen conditions / emergencies.	15	13.04%	33	28.70%	67	58.26%

FACULTY MEMBERS

A questionnaire covering issues concerned with social work education and the participation of faculty members in academic activities was administered on 115 faculty members.

PERSONAL PROFILE

1. As many as 79 (68.70%) faculty members are of male gender. A good number of them (65/115 or 56.52%) is working as temporary/guest faculty members. A majority (80/115 or 69.57%) possess MSW qualification alone, and the remaining possess higher qualification. Their years of service ranged between 2 and 27 years. Their version of social work education, and their participation in varied academic and other extracurricular activities, are presented here in an abridged form. The results are explained and discussed under eight sections. Numerical order of tables is being followed in the presentation.

Section I: MSW Course - Admission Criteria and Procedure

2. A majority of faculty members (106/115 or 92.17%) feel that a clear and transparent criterion and procedure are being followed for admission of candidates to MSW course. This indicates that a systematic and structured way of admission procedure is in vogue, which is a good sign for imparting quality education with proper implementation of statutory guidelines.

3. All faculty members opined that the reservation policy stipulated by the Government of India/Government of Karnataka is being strictly followed in the allotment of seats for admission. This shows that proper care is being taken with regard to the implementation of the government reservation policy. This signifies that social justice is done to candidates for admission to the course.

4. The general admission practice is that of 1:15 as the ideal faculty-student ratio in the schools of social work. While this has been practised in leading schools of social work in India, of late, a reversal approach has been observed. Most of the schools (including those owned by private management) are staffed with guest faculty members. This study is limited

to select schools of social work situated in Karnataka. As many as 59 (51.31%) faculty members feel that the ideal faculty: student ratio is 1:10, whereas, 40 (34.78%) feel that it is 1:15. The reason for the opinion of a majority of the faculty members is their concern for quality social work education.

5. As many as 102 (88.70%) faculty members have agreed that students were aware that social work course includes linkage of formal training in the classroom with practical experience in the field. Generally, students join the course with prior basic knowledge of understanding the course covering both theory and practice. Students possessing some basic information about the course, in the beginning itself is always good. This will, in turn, help them to prepare themselves mentally and adjust to the prescribed curriculum. There are many students who prefer social work course because of its field work component. They are also aware that skill-based courses like social work would enhance their employment opportunities.

6. Several faculty members (109/115 or 94.78%) have admitted that a pro-active environment that promotes learning prevails on their campuses with no frictions. The schools of social work seem to have a healthy student-centred environment to make students feel happy, satisfied, and comfortable with the many facets of their social work education. This will give an impetus to teachers to mould the students and prepare them to become true social work professionals.

7. Many welfare initiatives are being followed in letter and spirit in schools of social work. These welfare initiatives facilitate the students to acquire knowledge in a congenial environment, the necessary skills and lay foundation for prosperous professional career. The initiatives ranged from scholarships to campus recruitment drive. Of all the initiatives, the least importance is accorded to healthcare services.

Section II: Faculty Members' Recruitment, Workload, Development Activities, Appraisal and Recognition

8. Specific statutory provisions are made keeping in view the norms prescribed by UGC and State government for the recruitment of faculty positions. A majority of faculty members (83.48%) affirmed that the recruitment of faculty positions is as per the existing provisions. Every university/school has evolved certain provisions even for the recruitment of guest faculty as stopgap arrangement.

9. As many as 99 (86.09%) faculty members confirmed that the schools have adequate number of faculty members to conduct academic programme, especially practice-learning, which calls for individual and small group guidance. Faculty members feel different from what has been prescribed as faculty: student ratio. An ideal ratio is rarely found in schools of social work and many schools are understaffed as far as the strength of teaching faculty members is concerned.

10. The workload of teachers includes many components and many activities. It has been found that the workload primarily includes teaching (including research guidance), followed by field work supervision. Taking up administrative work (or similar responsibility) occupies the third component; participation in academic events is the fourth component in terms of the workload. Since a good number of faculty members (65/115 or 56.52%) work as temporary/guest faculty members, their workload is primarily confined to teaching (including guidance of research projects) and field work guidance. Administrative work or other similar assignments are primarily taken up by regular faculty members. The least workload pertains to publications.

11. Imparting additional inputs in education, especially in practice-based course like social work education, is very essential for students' professional and personal enrichment. Organizing interactive sessions for students with guest speakers (including practitioners) is

always an added advantage for the students to understand the ground reality, research and innovation etc.

A good majority of faculty members (97/115 or 84.35%) invite guest speakers (including practitioners) for professional dialogue with teachers and students. Social work education requires a multi-disciplinary means of teaching and learning. It is safe to infer that guest speakers need to be from varied disciplines and with practical expertise across disciplines.

12. Faculty members are optimistic about their professional development. They strongly believe that outstanding performance in the form of teaching, research and extension activities would bring dividends in some form or the other such as public appreciation, incentives from management, peers or external organizations. Such a belief would greatly inspire them to excel in academics, and a majority of faculty members (76.52%) believe that such a pro-active atmosphere prevails in their institutions.

13. Certain kinds of membership in academic bodies are on the basis of teaching position one holds and certain others are on the basis of merit/representation in the field. Such an invitation is on the basis of a person's contribution to the field. Membership in academic bodies and administrative committees is offered only to those who have certain years of experience in teaching and depends on the nature of position they hold. In addition to the above, expertise in the chosen field is taken into consideration for some kind of academic assignments. Only a few faculty members are members of board of studies in social work and board of examiners.

14. Excepting a few faculty members, a majority (90.43%) are of the firm impression that the schools are functioning on democratic lines, and every teacher (whether permanent or temporary) has a say in the conduct of academic activities of the school. Pooling views and ideas from different stakeholders would help in arriving at right decisions. Social work, as an

academic subject, teaches how to work with people, and this has to be shown practically in the school of social work too.

15. Healthy relations with other schools of social work, especially those located in the same geographical area, are important. This is required for avoiding unnecessary, unwanted and unhealthy competition among the schools. A planned academic programme can be initiated, if there is a healthy understanding between the schools. A united approach of all schools is good for the profession in terms of better recognition to the course and building a positive image in society. As many as 110 (95.65%) faculty members confirm that healthy relations do exist among schools of social work.

Section III: Teaching and Evaluation

16. Every faculty member is expected to teach the basic subjects that constitute the core domain of social work education. Social work, as an academic subject, possesses its own distinctive body of knowledge evolved over a period of time. The core domain refers to primarily the methods of social work, history and ideologies of social work, and also includes practicum. It has been observed that almost all faculty members teach the basic subjects of social work and supervise field work practicum of students.

17. Student intake depends on many factors, and especially of the number of faculty members on the roll, the infrastructure the school possesses, availability of field work agencies, and the need for initiating such a course in the locality. The intake is flexible, no standards are followed while commencing the course, and no need-assessment is made in many places. Many faculty members (77.39%) opine that the intake must be between 20 and 40, which is quite reasonable, provided proper ground work is done and executed. But, a few faculty members feel that the intake of students can exceed 40.

18. Almost all faculty members (113/115 or 98.26%) agree that teaching is based on dialogue and a participatory one. This includes the traditional approach of one-sided methodology in transferring knowledge. The class is interactive and generally lecture is followed by a healthy discussion. The outcome of such teaching is valuable and the students enjoy the academic atmosphere of free exchange of views.

19. Teaching-learning includes mainly group instructional methods like lectures. The use of audio-visual methods has its own value to disseminate knowledge to students. It has been found that 103 out of 115 (89.57%) teachers use audio-visual methods and this speaks of the concern for technology and curriculum.

20. It is a good practice to notice that schools of social work provide subject (courses of MSW) guidelines which include the title, objectives, credits, content, time-schedule, methods of teaching, and linkages with field work practicum. Further, the guidelines would also relate to the books recommended, other sources of knowledge and methods of evaluation. This would sufficiently enable the students to prepare well for each component of the course. Further, this would help students take informed decisions (in case of electives). A majority of faculty members (111/115 or 96.52%) endorse implementation of such guidelines.

21. A well-equipped library is an asset of school of social work. In some schools (departments of university) a central library and a departmental library co-exist. This arrangement is a great boon both for students and faculty members. Merely having a library is not enough if the stakeholders do not use such a facility. The work of faculty members involves motivating students to use library facilities the maximum possible extent. Such a good activity is done in most of the schools of social work as is evident from the fact that 110 (out of 115 or 95.65%) faculty members do encourage the students to make use of knowledge resources.

22. Evaluation is a continuous process in academics. Such an exercise is done in schools of social work to assess the performance of students from time to time and take suitable remedial measures. Further, evaluation is an educational activity and meant to improve the competencies of students. Written examination is noticed in all schools of social work. Written assignments and class presentations are the methods followed in almost all schools of social work. Presentation of case studies is a part of assessment according to 96 (83.48%) faculty members. Problem-centred examination (unlike routine question-answer pattern) is frequently found (according to 71 of 115 or 61.74%). Problem-posing method takes two forms: taking up a real-life problem for discussion so as to make students think independently and finding a solution, and the second is in the form of scientific investigation. Varieties of methods are being used by faculty members.

Section IV: Professional Approach of Students

23. The perception of faculty members with regard to students' behaviour, their participation in and aptitude for academic for activities indicate that, in all fronts, the levels of a majority of students are rated from satisfactory to good. The positive aspects more frequently observed are: harmonious and professional relations among students, acceptance of teachers as mentors and ability to relate theory to field work. Further, the presence of favourable aspects include attendance in classes and participation in discussions, attendance and participation in all academic components, acquisition of competencies as assessed by students themselves. They also include compliance with code of conduct prescribed by the school, proper field work experience, especially the termination of field work, adherence to the policies of field work agency, willingness to learn from teachers, willingness to take up higher level of academic work, and completion of field work assignment on time. Some improvement is required on issues such as: use of library services, interest in research, proper conduct of joint

conferences among students, teacher and agency supervisor, participation of students in co-curricular activities, preparation of students to represent the profession after completion of the course and appropriate participation of students in individual and group conferences. The existing level of preparation of students to become future professionals is rated as satisfactory/good. There is scope for improvement in all aspects of professional training.

Section V: Students' Dissertation, Publications and Participation in Academic Activities

24. Research project (dissertation) is an integral component of social work education. The purpose of research project is primarily to enable the students develop scientific temperament and scientific way of understanding issues of concern. Generally, research project is introduced in the second year (final year) MSW course, and the student is expected to start the research project work from the beginning of third semester (second year course). According to 107 (93.04%) faculty members, selection of topic for dissertation/research project is left to the choice of students. It is believed that students' choice is more important rather than any form of compulsion on the part of faculty members. Such freedom would make students develop interest in research and this would further enable them to carry out their work with all interest. It is strongly believed that forced work is of no use to anyone. The choice of student is paramount. Compelling students to take up particular topics for dissertation work against their wish, is rare.

25. While carrying out dissertation work, the students generally experience problems/inconveniencies. The reasons being undertaking an empirical work is new to most of the students, and hence, the difficulty. Students may not be able devote all their time for dissertation work alone. They have taken up dissertation work in addition to attending classes and field work practicum. This means, they could spare only little time for dissertation work. According to all faculty members, students experience inconveniences/problems while doing

research project work. According to 96 (83.48%) faculty members, most of the problems centre on adopting scientific process. General inconveniences/problems such as inability to devote adequate time for empirical work, lack of proper planning, problems in presentation/expression, and lack of proper motivation in doing the dissertation work are also concerns expressed by 83 (72.17%) faculty members.

26-27. Only 15 (13.04%) faculty members have been invited to carry out research work by organizations in chosen fields. The other 100 faculty members probably have not applied/have not received/are not eligible to apply for grants. But all the 100 persons have taken up empirical work for their professional advancement. The faculty members, in general, accept that involvement in scientific work and undertaking need-based research work are essential for professional advancement and for social good.

28. A good number of faculty members confirm having been provided needed infrastructure/facilities/amenities by the schools of social work (or the institutions to which schools of social work are affiliated/part of). When the provisions that the faculty members receive are arranged in descending order, computer with internet facility is available to many (83.48%), and incentives are available to a few (45.22%). It can be mentioned that faculty members receive good support from their institutions to carry out research.

29. For a majority of faculty members (95/115 or 82.61%), their research work has influenced teaching and guidance but it has least effect (58/115 or 50.43%) on policy or programme change. A good number of faculty members have mentioned that their research work has resulted in clarification of concepts (85/115 or 73.91%), initiation of new intervention (81/115 or 70.43%), initiation of further investigation (80/115 or 69.57%), and review of curriculum (76/115 or 66.09%).

30-31. Of 115 faculty members, a majority (63/115 or 54.78%) have expressed that the proposals for dissertations of MSW/Ph.D have not been reviewed by committees of faculty

members or not even discussed informally with other faculty members. When students are allotted supervisor for guidance of MSW dissertation/Ph. D thesis, they are expected to consult only the guide and consultation with other faculty members is not appreciated. This trend is found only in few schools. Further, 70 (60.87%) members have also mentioned that there are no committees of faculty members even at informal level to review the ethical aspects in research proposals.

32-33. Participation of faculty members in organizing academic events like conferences/ seminars/ workshops/ symposia is encouraged as a mark of high reputation to the schools and also empowering faculty members in terms of acquisition of knowledge and skills. The experiences, thus gained, would facilitate in professional growth of teachers as well as enabling the teachers to provide quality teaching and guidance to students. In these academic events, the young professional can share knowledge and experience with senior professionals and receive guidance from them. This type of events is commonly observed in all professions. An enhanced level of participation of young professionals in organizing as well participating at regional, national and international level in academic events has been observed. In the present study, greater extent of participation of faculty members in organizing events at regional/national level has been observed than in organizing such events at international level.

34. The work of faculty members predominately comprise teaching, field work guidance, and research guidance to students and involving themselves in extension activities. While the first three are basic and mandatory functions, involvement in extension activities is largely voluntary. There are teachers who are ambassadors for their respective schools as well as the profession, and are involved in different service activities that would enrich their knowledge and skill base, and thereby the concerned school earns a good name in society. Just half of the teachers (52.17%) have provided such extension services. Some of the services include -

consultancy work to NGO/State or Central Government organizations/research organizations/ corporate bodies/ other schools of social work.

Section – VI: Field Work Guidance Requirements/ Functions of Faculty Supervisors

35-36. Field work placement is aimed at making the experience of social work students both informative and educative through well designed learning opportunities. This has been endorsed by almost all faculty members (114/115). The student is motivated and encouraged at every stage and over a period of time to become an independent social worker by the time the course is completed. A process is involved in the placement of students in agencies for field work practicum, and especially, for concurrent field work and block placement. Placement is made not arbitrarily and at random. As many as 112 (97.39%) faculty members agree that a process is being followed, wherein the school identifies the suitability of an agency for a student on the basis of matching his/her ability and interest with the objectives of the agency and the profile of agency supervisor.

37. Every school adopts a definite plan of field work practicum of students. Most of the faculty members (112/115 or 97.39%) shared that their schools prepare standards for field work education. The standards are mostly not in written form and they vary from school to school.

38. A good number of faculty field work supervisors (96.52%) believe that the schools maintain good relationship with the agency in the form of extending invitation to academic functions and exchanging greetings on important days/events. There are schools that involve agency supervisors in their academic activities like nomination to boards of studies, invitation for extension lectures, and involvement in professional activities, including curriculum development.

39. Social work practicum is designed in curriculum in such a way as to provide a variety of experience to students to develop and enhance skills. Emphasis is laid on following ethics in practice. The students need to be prepared to learn ethics in practice and implement the same in field work agencies. A many as 108 (93.91%) faculty members have said that they prepare students for adopting ethics in practice. It is only through field work practicum that the students internalize professional values and ethics.

40-41. Faculty field work supervisor has a major role to perform in preparing the student to be a perfect social worker, ready to practice independently. All faculty field work supervisors take full responsibility in providing a variety of experience through field work practicum. Proper monitoring of field work practicum of students is the job of faculty field work supervisor. The monitoring is in the form of agency visits, conducting individual conferences, and perusing field work records submitted by students. Individual conference is meant for paying individual attention to every student. It includes reviewing the progress made, and suggesting ways to successfully complete field work assignments. Such individual conferences should be conducted on weekly basis and the duration of conference should be one hour on an average (minimum duration of such quality conference is of 30 minutes). Almost all faculty field work supervisors (113/115 or 98.26%) conduct individual conferences periodically (once a week), and devote time for conferences on the basis of requirements of each student.

42-43. Faculty field work supervisor takes the responsibility for student's learning and provides a variety of opportunities for him/her to develop needed competencies. The student understands the link between evidence-based knowledge, skills and values learnt in the classroom, and application of the same in field practice. Almost all faculty field work supervisors (114/115 or 99.13%) agree that their guidance facilitates students to understand the link between theory and practice.

Periodic monitoring and evaluation of field work practicum of students by their respective faculty field work supervisors will enable the students to understand their current stage of learning, and to focus on future learning avenues. This is a continuous process. Almost all faculty field work supervisors (113/115 or 98.26%) carry out guidance and supervision to the best advantage of learners.

44. As many as 111 (96.52%) faculty field work supervisors provide practice learning opportunities to students so as to enable them to acquire strategies, skills and technologies to practice social work. This is done in the form ensuring students' prompt and punctual attendance at agencies, maintenance of discipline, and opportunities to take up required tasks.

45. The crucial function of the faculty field work supervisor is to identify the agency where learning opportunities are at optimum keeping in view the curriculum, and the vision and mission of the school of social work. As many as 108 (93.91%) faculty field work supervisors serve as liaison officers between the agency and school of social work. Further, they are expected to establish a match between the expected professional competencies and the opportunities that are available to learn through a professional person in the agency.

46-48. As many as 108 (93.91%) faculty field work supervisors obtain feedback from learners during individual conference and group conferences and also from the agency field work supervisors so as to make necessary changes in the course content. Periodical meetings of the main stakeholders that include faculty field work supervisor, agency field work supervisor and the student would help in deliberating the issues of field work in general and the learner's performance in particular.

Faculty field work supervisor is knowledgeable in the process of guiding the students and also the policies and programmes of the agency where the students are placed for field work. Good practices include regular conduct of individual conference for one hour in a week (at least 30 minutes of quality conference), reading field work records, and time-task diary

and comments made. Equally, observance of dress and language code by both the supervisor and the learner place the faculty field work supervisor as a role model. As many as 109 (94.78%) serve as role models to students in respect of field work supervision. The function of faculty field work supervisor includes assessment of the worthiness of each field work agency to continue in future for field work placement of students. Further, new agencies fulfilling the requirements need to be identified. As many as 105 (91.30%) are doing this work every year so as to make field work practicum an effective practice-learning opportunity.

Section VII: Role and Functions of Faculty Supervisors

49-50. Field work practicum offers nine learning opportunities to students to develop and enhance their practice skills. The learning is expected to be gradual and the final outcome is oriented towards converting a raw trainee into an independent worker. The nine learning opportunities include: orientation, visits, structured laboratory experience, rural/tribal camps, study tours, skill development workshops, concurrent practice learning, summer placement and block placement. The place of practice learning, as a part of MSW curriculum, is unique unlike other traditional academic programmes. Faculty supervisor is an important stakeholder of field work practicum. It is his/her responsibility to provide quality learning opportunities to the trainees and to make the students trained social workers capable of taking up jobs independently. The role and functions of faculty field work supervisors include varied activities.

The role that the faculty field work supervisor is expected to play is divided into four domains: placement of students, linkage, administration, and evaluation. In all the four domains the existing level of performance ranges from ‘satisfactory’ to ‘good’. The functions performed by faculty field work supervisors are classified into five specific functional

responsibilities – advisor, mentor, teacher, moderator and evaluator. The performance of all five functional responsibilities ranges from 'satisfactory' to 'good' level of performance.

Section VIII: Field Work Practicum

51. The objectives of field work supervision include: providing appropriate opportunities for students to learn the application of social work theoretical knowledge, values and skills in practical situations and in different fields. Further, field work practicum is intended to enhance students' functional ability so as to help them serve as independent social workers. The reality (including the best practices) of field work practicum, as expressed by the faculty field work supervisors, is explained below:

Almost all faculty members (95.65%) contend that only those with MSW degree and with considerable years of experience serve as faculty field work supervisors. The best practice adopted by 110 (95.65%) faculty field work supervisors is making the students submit field work records on weekly basis. Thereafter, the faculty member reads the records submitted and makes necessary comments. The students go through the comments prior to individual conferences being held for a minimum period of 30 minutes (even one hour in some instances) on fixed days and time.

The most prominent practices include: developing evaluation criteria for each component (learning opportunity) of field work practicum, criteria to evaluate the performance of students in field work practicum, and providing option for students in selecting agencies of field work. It also includes making periodical assessment of the worthiness of field work agency for placement, making frequent visits of faculty field work supervisor to the agencies, provision of a manual (or a detailed note) on field work, conducting group conferences once in 15 days, practising of self-evaluation of field work

component, and conducting individual conferences for at least 30 minutes (one hour in case of select trainees).

According to 44 (38.26%) faculty field work supervisors, there is an obvious absence of the practice of placing students for field work in unstructured and challenging settings. In general, faculty field work supervisors aver that healthy practices are being followed in schools of social work.

52. Most of the faculty field work supervisors (113/115 or 98.26%) strongly emphasise that there is close linkage between the objectives of each component of field work practicum and theoretical input given in the class. As many as 100 (86.96%) faculty field work supervisors acknowledge the fruitful involvement of students in service activities during unforeseen conditions/emergencies.

Conclusion

Faculty members, numbering 115, were administered a questionnaire to understand their views / participation in academic activities of MSW programme. Some of the important issues were related to the admission process of candidates to the course. The role and functions of faculty members, contribution of faculty members to the subject in the form of research publications, field work practicum of students, and role and functions of faculty field work supervisors indicate that academic programme is moving in the right direction. But, the results indicate that there is scope for improvement in field work practicum and dissertation work of students.

C: STUDENTS

SECTION I: PERSONAL PROFILE OF STUDENTS

Table 1 Personal Profile		
Factor	**No. of Students N: 1033**	**%**
Gender		
Male	523	50.63
Female	510	49.37
Age (in completed years)		
21 – 23	828	80.15
24 – 26	152	14.71
27 – 29	36	3.49
30 and above	17	1.65
Range: 21 - 32 years, Mean: 22.8 years		
Religion		
Hindu	955	92.45
Muslim	44	4.26
Christian	25	2.42
Others	9	0.87
Marital Status		
Single	976	94.48
Married	57	5.52
Caste		
Scheduled Caste	289	27.98
Scheduled Tribe	106	10.26
Other Backward Classes	444	42.98
General	194	18.78
Domicile		
Rural	817	79.09
Urban	216	20.91

SECTION II:
SOCIAL WORK PROFESSION

Table 2

Question/Statement/Issue: How did you learn about social work education?

Response	No. of Students N: 1033	%
Friends / Relatives	456	44.14
Print Media / Social Media / Audio Visual Media / Electronic Media	77	7.45
Through Teachers	470	45.50
Others	30	2.91

Table 3

Question/Statement/Issue: At what stage in your academic career have you decided to take up social work education?

Response	No. of Students N: 1033	%
During school	30	2.90
After school but before joining college	166	16.07
During under graduate studies	777	75.22
Others	60	5.81

Table 4

Question/Statement/Issue: Indicate the reason (s) for choosing social work course. You can indicate more than one reason

Reason	No. of Students N: 1033	%
To have higher status in the society	721	69.80
To explore the field out of passion	587	56.82
To get better job opportunities	938	90.80
Did not get an opportunity to pursue other courses	180	17.42

Table 5

Question/Statement/Issue: Have you felt that social work education provides a career for life-time?

Response	No. of Students N: 1033	%
Yes	988	95.64
No	45	4.36

Table 6 **Question/Statement/Issue:** Are your expectations/presumptions about social work course matching the curriculum prescribed?		
Response	**No. of Students N: 1033**	**%**
Yes	788	76.28
No	245	23.72

Table 7 **Question/Statement/Issue:** When you selected the course in social work, were you aware that social work provides a career or is a profession		
Response	**No. of Students N: 1033**	**%**
Mostly aware	463	44.82
Somewhat aware	484	46.85
Not aware	86	8.33

Table 8 **Question/Statement/Issue:** Was the course in social work your_____		
Response	**No. of Students N: 1033**	**%**
Only choice	228	22.07
First choice	566	54.79
Second choice	154	14.91
Third choice	14	1.36
Not particular about the choice	38	3.68
Course is not choice, but was the only course available	14	1.36
Others	19	1.84

Table 9 **Question/Statement/Issue:** Given the opportunity to change your course now, would you like to change?		
Response	**No. of Students N: 1033**	**%**
Yes	171	16.55
No	862	83.45

Table 10 **Question/Statement/Issue:** Are you satisfied with your choice of the course in social work?		
Response	**No. of Students N: 1033**	**%**
Fully satisfied	537	51.98
Satisfied to a great extent with some reservations	368	35.62
Satisfied to some extent with a great deal of reservations	99	9.58
Not at all satisfied	29	2.82

Table 11 **Question/Statement/Issue:** A list of ten occupations is given, rank them in order of status/prestige according to you (Rank from 1 to 10; Rank 1 is the most cherished occupation and 10 is the least preferred)		
Occupation	**Ranks as Perceived by Students**	**No. of Students N: 1033**
Government service (Officer's grade)	2	350 (33.88%)
Engineer	9	17 (1.65%)
Nurse	10	8 (0.77%)
College Lecturer	3	89 (8.62%)
Businessman	7	45 (4.36%)
Social worker	1	371 (35.91%)
Lawyer	5	11 (1.06%)
Defence services (Officer's Grade)	6	48 (4.65%)
Scientist	8	44 (4.26%)
Doctor	4	50 (4.84%)

Table 12 **Question/Statement/Issue:** What is your area of interest / choice in MSW programme?		
Response	**No. of Students N: 1033**	**%**
Labour Welfare/Personnel Management/Industrial Relations/HRD	489	47.34
Family and Child Welfare	129	12.49
Medical and Psychiatric Social Work	166	16.07
Correctional Administration	10	0.97

Urban Community Development/Rural Community Development / Tribal Welfare	177	17.13
Social work with aged	14	1.36
Social work with persons with disability	18	1.74
Others (include Youth and Development, Women and Development, Gerontological Social Work, Counselling)	30	2.90

Table 13

Question/Statement/Issue: On the whole, what is the degree of your satisfaction with field work?

Response	**No. of Students N: 1033**	**%**
Very much satisfied	447	43.27
Mostly satisfied	422	40.85
Somewhat satisfied	144	13.94
Mostly dissatisfied	12	1.16
Very much dissatisfied	8	0.78

Table 14

Question/Statement/Issue: Which language will you be most comfortable with as medium of instruction at this stage?

Response	**No. of Students N: 1033**	**%**
English	394	38.14
English – Kannada (Greater part in Kannada)	639	61.86

Table 15

Question/Statement/Issue: Do you think your library has enough books/Journals and other subject material for your reference work?

Response	**No. of Students N: 1033**	**%**
Yes	624	60.41
No	409	39.59

Table 16 **Question/Statement/Issue:** Participation in and perception of social work programme in this school		
Response	**No. of Students N: 1033**	**%**
I am proud of addressing myself as a student of social work	1020	98.74
I attend theory classes regularly and on time	916	88.67
Classes are held as per the time table and by following timings	853	82.58
I found uniqueness in learning theory and doing through practice	962	93.13
Theory classes are informative and interactive too	933	90.32
I am an active participant in the class and I participate well in academic debates. Further, I don't consider myself a passive learner	899	87.03
I prefer writing notes of each subject on my own by referring appropriate literature and by being attentive in the classes.	834	80.74
I don't depend on ready-made notes prepared by somebody	628	60.79
I go to library very frequently for reference work	708	68.54
I consider myself a disciplined student both in and outside the class	953	92.26
Disciplinary provisions of the school are proactive and development oriented	921	89.16
In my considered opinion, theory classes are the base for field work	956	92.55
I get appropriate guidance from faculty members for all academic issues including research project / dissertation	960	92.93
I consider project report / dissertation, as a component of curriculum, is important for students to develop scientific temperament and to be familiar with scientific method	999	96.71
I write field work record / assignments / internal tests in Kannada	677	65.54
I take initiative and participate actively in co-curricular activities	915	88.58
I write university examinations in local language (Kannada)	779	75.41

Table 17 **Question/Statement/Issue:** I consider the process of conducting examination as follows:			
Response	**No. of Students N: 1033**		
	Good	**Average**	**Bad**
Internal assessment	753 (72.89%)	251 (24.30%)	29 (2.81%)
Theory examination	805 (77.93%)	204 (19.75%)	24 (2.32%)
Field work programme	800 (77.44%)	213 (20.62%)	20 (1.94%)

SECTION III:
FUTURE PLANS

Table 18 **Question/Statement/Issue:** In which field would you prefer to continue your profession after the course?		
Response	**No. of Students N: 1033**	**%**
HRD / Labour Welfare / Industrial Relations	450	43.56
Family and Child welfare	96	9.29
Medical and Psychiatric Social Work	141	13.65
Research	13	1.26
Rural community development	103	9.97
Urban community development	17	1.65
Geriatric care	1	0.10
Tribal welfare	6	0.58
Corporate Social Responsibility	2	0.19
Disaster Management	3	0.29
Correctional administration	4	0.39
Social welfare administration	38	3.68
Teaching profession	46	4.45
Any field of social work	93	9.00
Do not intend to work in social work	3	0.29
Do not intend to work at all	1	0.10
Any other field other than social work	16	1.55

Table 19 **Question/Statement/Issue:** Given equal salary and status or designation, in which area would you prefer a job?		
Response	**No. of Students N: 1033**	**%**
Urban	458	44.34
Rural	502	48.59
Tribal	73	7.07

Table 20 **Question/Statement/Issue:** What is the primary objective behind choosing social work course?		
Response	**No. of Students N: 1033**	**%**
Passion	263	25.46
Passion and monetary gains	562	54.41
Pressure from Peers and family	109	10.55
Purely on monetary gains	99	9.58

Table 21 **Question/Statement/Issue:** Would you consider taking up a job which has little or nothing to do with social work?		
Response	**No. of Students N: 1033**	**%**
Yes, if I like the job	591	57.21
Under some conditions, because I would mostly prefer social work jobs	277	26.82
Not at all, as I would only like jobs largely related to social work	165	15.97

Table 22 **Question/Statement/Issue:** Would you like to pursue further education in social work domain?		
Response	**No. of Students N: 1033**	**%**
Yes	647	62.63
No	386	37.37

Table 23				
Question/Statement/Issue: If you are planning to take up a job in social work, kindly indicate the type of sector from among the following:				
Response				
	Government	**Semi-Government**	**NGO**	**Freelancing**
Sector	784 (75.89%)	84 (8.13%)	123 (11.91%)	42 (4.07%)

Table 24				
Question/Statement/Issue: If you are planning to take up a job in social work, kindly indicate the type of work from among the following:				
Response				
	Job requiring travel	**Administrative**	**Research**	**Teaching**
Type of work	154 (14.91%)	528 (51.11%)	143 (13.84%)	208 (20.14%)

Table 25							
Question/Statement/Issue: If you are planning to take up a job in social work, kindly indicate the issue of priority							
Response							
	Salary	**Status**	**Innovative work**	**Job Security**	**Healthy working conditions**	**Fair chances of professional growth**	**Good HR Practices**
Priority factors	189	103	105	211	165	113	147
in %	18.30%	9.97%	10.16%	20.43%	15.97%	10.94%	14.23%

SECTION IV:
SOCIAL WORK PRACTICUM

Table 26

Question/Statement/Issue: What and Why of Field Work

Response	No. of Students N: 1033	%
Field work is intended to expose the student to the practical aspects of social work in the context of welfare organizations and fields of study	1025	99.23
Field work is transfer of knowledge, skills and values which students have acquired in the classroom to actual practical situations	1013	98.06
Field work exposure improves the commitment of trainees to code of ethics of social work and to the profession of social work itself	1005	97.29
The completion of field work in PG social work academic programme means that the student is ready to get into profession	966	93.51
Field work makes students move from passive learners to active professionals	1002	97.00
Field work provides an opportunity for the students to know whether social work is the apt career for them.	1002	97.00
For students, field work exposure is as important as attendance to regular classes in acquiring the competencies of professional practice.	990	95.84
Field work exposure includes experiential practice with guidance from a professional supervisor	929	89.93
Field work exposure includes continuous updating of knowledge in the chosen field practice	911	88.19
Field work exposure includes participation in field education seminars/ discussions	835	80.83
Field work exposure includes preparation of records as an evidence of work done and accomplishment of objectives/ competencies	867	83.93

Table 27 **Question/Statement/Issue:** Learning Experiences: I have been exposed to the following field learning experiences		
Response	**No. of Students N: 1033**	**%**
Orientation to Welfare organizations, their functioning and services	960	92.93
Knowledge of Administrative structure, processes and policies, and impact of delivery of services	941	91.09
Recording - its purpose and process involved	922	89.25
Interview skills for varied purposes	892	86.35
Home visits, school visits, visits to place of work as tools of social investigation, diagnosis, and treatment	940	91.00
Working with groups	899	87.03
Experience in understanding communities.	915	88.58

Table 28 **Question/Statement/Issue:** Self-Assessment of Field Work Exposure and Experience		
Response	**No. of Students N: 1033**	**%**
Considered field work as an educationally focused programme	982	95.06
Attended field work on all the days prescribed	704	68.15
Worked within the ambit of university and agency field work guidelines	968	93.71
Complied with the policies and procedures of the agency	976	94.48
Explored theoretical material relevant to agency/ institution of field work placement	840	81.32
Behaved in a professional way and followed code of ethics of social work practice	984	95.26
Not used mobile phones for personal work while on field work	685	66.31

Field work exposure facilitated in getting required competencies (knowledge, skills and values)	1009	97.68
Field work exposure enabled in integrating knowledge with practice.	998	96.61
Maintained confidentiality of information gathered/ obtained in field work	972	94.09
Supervisor and other staff in the agency encouraged the growth of students as professional trainees	962	93.13
Accepted and completed every task assigned up to the satisfaction of agency supervisor	986	95.45
Faculty supervisor has provided necessary guidance and instructions throughout the field work placement	933	90.32
Received guidance (in the form of IC) from faculty supervisor every week	846	81.90
Communicated well with agency supervisor about learning needs and received needed feedback	936	90.61
No identification information of the client or other aspects is furnished in the field work records	852	82.48
Maintained and written the record on time and got it approved by agency supervisor	847	81.99
Field work records are in written form rather than resorting to typing or printing	939	90.90
Kept track of the number of field work days attended - Maintained diary with the signature of agency supervisor	993	96.13
Used enough of informal supervision from both agency supervisor and faculty supervisor	829	80.25
Critically evaluated field placement experience and identified priorities for future learning	973	94.19
Feel confident to practice as independent and autonomous professional after completing the PG course	978	94.68

FINAL YEAR MSW STUDENTS

The personal profile of 1033 final year (second year) MSW students on whom the questionnaire was personally administered is detailed below:

1. **Section I:** Personal Profile

Gender

Of the total 1033 students, male and female represent 50.63% and 49.37% respectively. It is really a welcome trend to notice that almost an equal number of male and female are pursuing the course.

Age and Marital Status

As many as 828 (80.15%) students' are in the 21-23 age group. This is the right age group for students to pursue PG course. There are 17 students aged 30 years and above and some of them are of foreign origin. The mean age of students is 22.8 years and their ages range between 21 and 32 years. As many as 976 (94.48%) are single, and a few (5.52%) are married.

Religion and Caste

As many as 955 (92.45%) students belong to Hindu religion and a few belong to Christianity and Islam. Of the total 1033 students, a good number (42.98%) belong to other backward classes. Candidates from SC and ST background constitute 27.98% and 10.26% respectively. One hundred and ninety four (18.78%) candidates are from general category.

Domicile

A total of 817 (79.09%) students hail from rural areas and about 20% are of urban origin.

The findings on each of the other three sections are vividly presented. Tables are explained and discussed in the numerical order of their presentation in the preceding pages.

Section II: Social Work Profession

2. For most students (926/1033 or 89.64%), teachers and friends/relatives were the source of information about the course and equally a source of inspiration too. Getting a job after the course and leading an independent life are the criteria of teachers/friends or relatives when advice is given to students. It is also true for those who have the right competencies.

3. Most of the students (75.22%) took up social work course only when they were students of UG courses. Generally, this is the time when students think of their future and make informed choices about the course to be studied after graduation, keeping in view primarily the job avenues that the course provides.

4. From the point of view of a majority of students, social work education provides job/ occupation for longer period of time. There are many students who also believe that social work education provides a life with higher status in society and some others opted for the course due to personal enthusiasm for learning and for serving society. There are a few who say very clearly that social work is not their choice/priority and they are pursuing the course due to inevitability and not out of passion.

5. Career is a vocation/occupation that a person undertakes for a major period of his/her active/productive life. Almost all students (95.64%) agree that social work education provides a professional life for a longer period of his/her life.

6. The presumption is that social work is a practice-based academic programme and hence, the curriculum should reflect the very objective of the course. More students are of the considered opinion that their expectations/presumptions about social work course matched with the prescribed curriculum. The students who join the course generally feel that it is different from other conventional courses and social work education has an essential component of guided practice learning. This component occupies a major part of the curriculum and commands equal weight on par with classroom instructions.

7. Slightly lesser than half the students (463/1033 or 44.82%) were aware of the fact that social work is a way of life and it provides a career. Another 484 (46.85%) students were not very clear that social work provides an occupation to be undertaken for a substantial period of time. There are 86 students who are completely ignorant of the value of the course at the time of enrolling. Many are aware (though not very clearly) that social work is a helping profession and meant for those who have the aptitude to practice.

8. Only a few students (228/1033 or 22.07%) have joined the course as it was their only choice. For 794 (76.86%) students pursuing MSW course, social work was their only choice/first preference. This trend indicates that MSW is the most attractive course for young people even now.

9. Most of the students are found to be satisfied with the course and have no regrets for having taken up social work as their choice of study. Their level of confidence is so much that they do not want to change their academic journey even if an opportunity for such a change is made available. Many young people have joined the course with proper knowledge about it and also about the scope of its practice in the present times.

10. The students are satisfied to a great extent with the course chosen for their studies. Many young people prefer MSW course as the opportunities for placement are better. Very few (29/1033 or 2.82%) are dissatisfied with the choice of the course. Probably, their expectations were different from reality in terms of course content, teaching methodology and practical exposure of students.

11. Of the ten occupations proposed, a good number (371/1033or 35.91%) wanted to be social workers. This has reference to all jobs wherein social work qualification is insisted upon/preferred/is a requirement with a wide choice of qualifications. This may be a reflection of their interest in social work and the conviction that they can do something good for society. The preference of as many as 350 out of 1033 (33.88%) students is government

service (Officer Grade). Probably, this indicates that the job preferred is related to social work or even distinctly related to it. Stability and certainty are the features of government job and hence, the preference of students.

To become teachers in institutions of higher education is the third preference of students (89/1033 or 8.62%). Taking up legal profession is the least preferred occupation. The first three occupations i.e., social worker, government service and college lecturers are also the second preference of the students in that order.

12. Of 1033, 489 (47.34%) have chosen Labour Welfare/Personnel Management/Industrial Relations/HRD as their area of interest. The opportunities for job placement are much better for this stream of specialisation/area of focus when compared to other areas. Placement ranges from the baseline functionary role to reasonably attractive designation with good pay package. Next preferred areas are: Community Development (177/1033 or 17.13%) **and** Medical and Psychiatric Social Work (166/1033 or 16.07%). The emerging area of social work is that of Family and Child Welfare. A few (129/1033 or 12.49%) prefer this area of interest. All other areas are not popular with the students. Their preference for the specialisation/area of concentration of HRM is purely on the basis of the placement opportunities it brings in addition to attractive pay package.

It has been observed that in one school of social work, the concurrent field work practicum is confined to one day instead of two days a week, the reasons being the administration is not convinced of the need for 15 hours of field work practicum in a week. A majority of students undergo field work for 15 hours or even more per week. A few students have mentioned that the duration of concurrent field work is less than 10 hours.

13. A higher level of satisfaction has been registered by 869 (84.12%) students with field work programme. But, 20 (1.94%) students are dissatisfied with field work practicum.

14. A good number of students are comfortable with Kannada (a greater part of the class) as the medium of instruction and for writing their examinations. It is understandable that the medium of instructions at PG level is only English. But the trend of teaching greater part in Kannada is more frequently found in the schools of social work studied.

15. As many as 409 (39.59%) students have expressed that the libraries of the schools are not well-equipped with needed books/journals/reports and other sources for reference work. Slightly more than 60% find their libraries properly equipped.

16-17. With regard to the academic activities of schools and participation and perception of students, the following observations are made:

a) Perceptions Regarding Theory Classes: Theory classes are held as per the time table (as stated by 853/1033 or 82.58% students), and they are both informative and interactive in nature (according to 933/1033 or 90.32% students). Theory classes are the base for field work (according to 956/1033 or 92.55% students), and uniqueness of learning theory through practice has been understood (as mentioned by 962/1033 or 93.13% students).

b) Participation of Students: Trainees are proud of identifying themselves as students of social work (according to 1020/1033 or 98.74% students). They attend classes regularly and on time (as mentioned by 916/1033 or 88.67% students). They participate well in all academic programmes (according to 899/1033 or 87.03% students); they consider themselves disciplined students in and out of classes (according to 953/1033 or 92.26% students), and they participate well in co-curricular activities (stated by 915/1033 or 88.58% students).

c) Involvement in Academics: Students prefer to prepare notes for every subject by attending the classes and referring appropriate literature. They do not depend on ready-made notes prepared by others (according to 628/1033 or 60.79% students). The disciplinary provisions of the school are pro-active and developmental in orientation (according to 921/1033 or 89.16% students). Students receive appropriate guidance for academic

programmes including research projects (as mentioned by 960/1033 or 92.93% students); they consider research project is important to develop scientific temperament and to familiarise themselves with scientific method (as mentioned by 999/1033 or 96.71% students). A good number of students (677/1033 or 65.54%) write their records/assignments/internal tests in the local language (Kannada) and a majority (779/1033 or 75.41%) write university examinations also in the local language. Many students are happy with the process of the conduct of internal and external assessment, including field work.

Section III: Future Plans

18. As expected, a good number of students (450/1033 or 43.56%) want to opt HRD/Labour Welfare/Industrial Relations as their choice of professional life, followed by a few (141/1033 or 13.65%) opting for Medical and Psychiatric Social Work. Very few (103/1033 or 9.97%) have chosen Rural Development as their area of interest and another few (96/1033 or 9.29%) have opted for Family and Child Welfare. The other areas of practice are not popular with majority of students. There are 93 (9%) students who are open to work in any field of social work.

19. A good number of students (48.59%) prefer to work in rural areas when compared to those (44.34%) who prefer to work in urban areas However, the gap between the two is not much, and very few (7.07%) prefer placement in tribal areas.

20. Passion for social work, combined with monetary gain, is the objective behind choosing social work profession by 562 (54.41%) students. The primary objective of 99 (9.58%) students is only to earn money.

21. According to many students “liking of the job” is found to be a preferable criterion for taking up positions. Many (591/1033 or 57.21%) frankly say that they are open for job options even if they are slightly or not at all related to social work.

22. As many as 647 (62.63%) students want to pursue further education in social work for M.Phil. and Ph.D degrees in social work. For service, MSW qualification is enough in most of the areas of human welfare. However, M.Phil / Ph.D. degrees are essential only for teaching and for positions in research and development.

23-25. More than two-thirds of students prefer government jobs. This goes well with the perception of many young people. Government jobs provide stability and security for self and family. There exists a perception that holding a government job enhances the social status of the person.

The type of work preferred by a majority (51.11%) is in administration. Research position is the least preferred one. For those students, administration means authority, and authority means wilful imposition of things on others or power to give orders. Administration can be a method of social work only if it serves as a means for providing service to people.

In terms of priority aspects for taking up jobs after completion of the course, students have a varied list. Job security and salary are the two preferred issues when compared to other aspects like healthy working condition, good HR practices, fair chances of professional growth, innovative work, and status. On the whole, it has been observed that government employment, administrative work with job security and attractive salary are the preferred criteria suggested by students for choosing jobs.

Section IV: Social Work Practicum

26-28. Field work occupies a special place in social work education right from the inception of training. Challenges are most frequently encountered by social work trainees in the application of theory to practice. Knowledge and application of theory in practical situation are unique to professions like social work. Through nine learning opportunities, field work is designed to enable trainees acquire practice skills. The table includes three broader aspects of social work education - a) purpose of field work, b) beneficial effects of exposure to field

work, and c) means of exposure to field work. The responses of students to each one are summarised below;

Objective: Field work is intended to expose students to practical aspects of social work (according to 1025/1033 or 99.23% students) and field work refers to the transfer of competencies learnt in the classroom to actual practical situations (according to 1013/1033 or 98.06% students).

Beneficial Effects: The beneficial effects include: exposure of students to field work improves the extent of commitment of trainees to social work (according to 1005/1033 or 97.29% students). Successful completion of field work training implies that the student is ready to practice social work independently (as stated by 966/1033 or 93.51% students). Field work exposure through all learning opportunities will enable the students to move from the stage of passive learners to active professionals (as mentioned by 1002/1033 or 97% students). Field work exposure enables students to examine whether social work is the apt career for them (as mentioned by 1002/1033 or 97% students) **and** field work exposure is as important as attendance in classes to acquire professional practice competencies (according to 990/1033 or 95.84% students). It is field work that makes students assess their fitness for social work education.

Means of Field Work Exposure: Field work training includes guidance from qualified and effective supervisors (according to 929/1033 or 89.93% students), continuous updating of knowledge in the chosen field as it is the base for practice (according to 911/1033 or 88.19% students), students' participation in seminars, conferences at the level of schools only (as stated by 835/1033 or 80.83% students), preparation of records as a mark of the work done, including accomplishment of objectives/competencies (as revealed by 867/1033 or 83.93% students).

Theory and field work are essential components of social work education. Students use field work practicum as a tool to become professionals. Through a set of learning opportunities trainees learn to integrate theory with practice. The specific opportunities include orientation, visits, structured experience laboratory, rural/urban camps, study tour, skill development workshop, concurrent practice learning, summer placement and block placement. Opportunities are provided through field work practicum for applying knowledge and information gained in the four walls of the classroom to real life situations. Learning and doing are two pillars of social work training. The learner is gradually made to become an independent social work practitioner.

Development of competencies (knowledge, skills, values and attitudes) are the expected outcome of sound field work programme. Some of the field activities include development of orientation skills, development of skills in bringing relationship between classroom teaching-learning and field work practice, developing skills in the application of basic methods of social work and primarily by using tools like visits to client's house, visits to school in case of children requiring help, visits to place of work in case of adult clients and development of the required skill in working with individuals and families to help them lead happy and productive life. Competencies also include development of skills in writing records, knowledge of administration, developing skills in mobilising and using community resources, participation in administrative processes, developing ability to understand problems of people and in working with people.

The results indicate that students have acquired appropriate field learning experience during their course of study. There are very few who have not been exposed to some of the experience. A sound field exposure would not only enable trainees to develop competencies but also enable them to function as independent social workers after completion of the course.

The field work exposure of students and the experience acquired have been summarised and broadly classified under five heads, viz., Perceptions, Behaviour, Learning, Compliance and Ethical Issues.

Perceptions: Students consider field work as an educationally focused programme (95.06%), which facilitates acquiring competencies (97.68%), and field work enabled integration of knowledge with practice (96.61%).

Behaviour: As many as 68.15% students have attended field work on all the prescribed days; 95.26% students behave in a professional manner by following the code of ethics of social work practice, and 66.31% have not used mobile phones while on field work.

Learning: As many as 81.32% students have made reference work related to field work agency. Among them, 93.13% agree that agency field work supervisor and other agency personnel encourage the professional growth of trainees. As many as 90.32% agree that the concerned faculty supervisor in the school has provided needed guidance throughout field work placement. Guidance and feedback in the form of individual conferences are conducted once in a week according to 81.90%, while, 90.61% students are able to communicate well with the agency field work supervisor with regard to their learning needs, and subsequently receive required feedback. As many as 80.25% students have received more informal supervision in addition to formal supervision from both the agency field work supervisor and faculty field work supervisor. A good number (94.19%) of students are able to evaluate their field work experience and identify priorities for future learning, and as many as 94.68% students have stated that the learning experiences enabled them to feel confident of functioning as autonomous social workers after completion of the course.

Compliance: As many as 93.71% students have followed field work guidelines prescribed both by the university and field work agency. Many (94.48%) students have complied with the policies and procedures of the field work agency, while 95.45% students have undertaken

every task assigned to the satisfaction of the agency supervisor. As many as 81.99% students maintain written record on time and got it approved by the agency supervisor. As many as 90.90% students have mentioned that records are hand written and 96.13% students maintain proper record of the visits made by them and by maintaining diary with the signature of the agency supervisor.

Ethical Issues: As many as 94.09% students mention that information received from the agency during field work practicum is kept confidential and under no circumstances shared with/revealed to unconcerned persons, and 82.48% have stated that no information about **persons in need of help** or other information is maintained in the records.

The assessment of students as far as their learning opportunities and their response to field work issues are concerned, it varies between 66.31% (not using mobile on field work) and 97.68% (assertiveness that field work exposure facilitated acquiring the needed competencies). The results indicate that in general the field work programme is sound.

SUMMARY: Students of 49 schools of social work, numbering 1033, have been administered a questionnaire to understand their perceptions and exposure to the issues concerned with social work education. In general, students have positive perception about social work and exposure to social work education was sound with slight variations from one administrative boundary of one university to another in Karnataka.

D: AGENCY FIELD WORK SUPERVISORS

Table 1 Professional Profile		
	No. of Agency Supervisors N:78	**%**
1.Field of Agency		
Healthcare	22	28.20
HRM	38	48.72
NGO Sector	8	10.26
Family and Child Development	4	5.13
Community Development	6	7.69
2. Education		
MSW (with additional qualification of M.Phil/LLB/Ph.D)	66	84.62
MBA/MHRM/M.A (Psy)/PGDHRM	12	15.38
3. Professional Experience (in years)		
5 and below	15	19.23
6- 10	14	17.95
11 - 15	19	24.36
16 - 20	21	26.92
21 - 25	5	6.41
26 - 30	4	5.13
Range: 4-30 years; Mean :12.83 years; SD: 6.71		
4. Experience in Guiding Students (in years)		
5 and below	38	48.72
6 - 10	19	24.36
11 - 15	12	15.38
16 - 20	5	6.41
21 - 25	4	5.13
Range: 3-25 years; Mean: 8.21 years; SD : 5.81 years		

SECTION I: OPINION ON SOCIAL WORK

Table 2

Question/Statement/Issue: Social Work has a clear positive public image that needs to be sustained and improved upon

Response	No. of Agency Supervisors N:78	%
Strongly Agee	36	46.15
Agree	31	39.74
Not likely	7	8.98
Disagree	4	5.13
Strongly disagree	-	-

Table 3

Question/Statement/Issue: Social Work is value-based and there are ethical codes which need to be imbibed in the trainees

Response	No. of Agency Supervisors N: 78	%
Strongly agree	59	75.64
Agree	19	24.36
Not likely	-	-
Disagree	-	-
Strongly disagree	-	-

Table 4

Question/Statement/Issue: Philosophy, content and courses (streams) of social work and their relation to field work practicum must be made known to trainees

Response	No. of Agency Supervisors N: 78	%
Strongly agree	52	66.67
Agree	24	30.77
Not likely	1	1.28
Disagree	-	-
Strongly disagree	1	1.28

Table 5

Question/Statement/Issue: Social work trainees who complete the course must be ready to take up professional role

Response	No. of Agency Supervisors N: 78	%
Strongly agree	51	65.39
Agree	25	32.05
Not likely	2	2.56
Disagree	-	-
Strongly disagree	-	-

SECTION II: RELEVANCE AND IMPORTANCE OF FIELD WORK

Table 6

Question/Statement/Issue: The very objective of field work is to acquire related competencies required for the professional career

Response	No. of Agency Supervisors N: 78	%
Strongly agree	58	74.36
Agree	18	23.08
Not likely	2	2.56
Disagree	-	-
Strongly disagree	-	-

Table 7

Question/Statement/Issue: Purpose of field work is to make the trainee a social worker rather than making him/her to do a particular job work in specific agency

Response	No. of Agency Supervisors N: 78	%
Strongly agree	39	50.00
Agree	20	25.64
Not likely	15	19.23
Disagree	2	2.56
Strongly disagree	2	2.56

Table 8 **Question/Statement/Issue:** The very objective of field work is to study and learn, and not expected to provide services or assistance during the tenure of field work		
Response	**No. of Agency Supervisors N: 78**	**%**
Strongly agree	26	33.33
Agree	25	32.05
Not likely	13	16.67
Disagree	11	14.10
Strongly disagree	3	3.85

Table 9 **Question/Statement/Issue:** Field work prescribes the competencies and behaviour necessary for social work education programme		
Response	**No. of Agency Supervisors N: 78**	**%**
Strongly agree	39	50.00
Agree	32	41.03
Not likely	6	7.69
Disagree	1	1.28
Strongly disagree	-	-

Table 10 **Question/Statement/Issue:** Field work is as important as classroom teaching in acquiring the required competencies of professional practice		
Response	**No. of Agency Supervisors N: 78**	**%**
Strongly agree	61	78.21
Agree	17	21.79
Not likely	-	-
Disagree	-	-
Strongly disagree	-	-

Table 11 **Question/Statement/Issue:** Field work must be the right avenue to integrate the knowledge, core competencies, values and skills which students have learnt in the classroom in to the real situations		
Response	**No. of Agency Supervisors N: 78**	**%**
Strongly agree	52	66.67
Agree	24	30.77
Not likely	2	2.56
Disagree	-	-
Strongly disagree	-	-

Table 12 **Question/Statement/Issue:** Field work assists trainees in making the transition from passive learners to active professionals		
Response	**No. of Agency Supervisors N: 78**	**%**
Strongly agree	47	60.26
Agree	30	38.46
Not likely	1	1.28
Disagree	-	-
Strongly disagree	-	-

Table 13 **Question/Statement/Issue:** Field work education involves active cooperation and participation of student, agency supervisor, and faculty field work supervisor		
Response	**No. of Agency Supervisors N: 78**	**%**
Strongly agree	57	73.08
Agree	19	24.36
Not likely	2	2.56
Disagree	-	-
Strongly disagree	-	-

Table No.14 **Question/Statement/Issue:** Field work promotes development of competencies of trainees only through supervision and professional guidance		
Response	**No. of Agency Supervisors N: 78**	**%**
Strongly agree	42	53.85
Agree	30	38.46
Not likely	4	5.13
Disagree	1	1.28
Strongly disagree	1	1.28

Table 15 **Question/Statement/Issue:** Dress code and appearance of the students are to be in line with the professional role		
Response	**No. of Agency Supervisors N: 78**	**%**
Strongly agree	42	53.85
Agree	26	33.33
Not likely	9	11.54
Disagree	1	1.28
Strongly disagree	-	-

SECTION III: PROCESS OF FIELD WORK PLACEMENT, PURPOSE OF SUPERVISION AND ROLE OF SUPERVISORS

Table 16

Questions/Statement/Issue: What according to you should be the criteria for the schools (and / or students) in choosing an organisation/agency for field work?

Criterion in choosing an organisation/agency for field work	No. of Agency Supervisors N: 78	%
No relatives/ friends of the students are on the staff	49	62.82
Persons with MSW qualification are on the staff	66	84.62
Varieties of learning opportunities are available	76	97.44
Considered to be a potential agency for field work placement	74	94.87
Supervisory staff members are able to devote time and willing to guide	76	97.44
Professional philosophy of supervisor, and objectives of agency are consistent with those of social work	75	96.15
Professionals with considerable years of service are on the staff to provide guidance	76	97.44
Agency supervisor is committed to professional development	75	96.15

Table 17

Question/Statement/Issue: Does your organization has a separate policy / procedure to provide professional exposure to students who are coming for project work / field work?

Response	No. of Agency Supervisors N: 78	%
Yes	62	79.49
No	16	20.51

Table18 **Question/Statement/Issue:** Field work supervisors are expected to mentor students on various aspects related to field work and the organisation in which they are placed		
Response	**No. of Agency Supervisors N: 78**	**%**
Strongly agree	50	64.10
Agree	28	35.90
Not likely	-	-
Disagree	-	-
Strongly disagree	-	-

Table 19 **Question/Statement/Issue:** It is the responsibility of the agency supervisor to ascertain that there is a clear balance of expectations of the agency, and requirements of the field with the needs of the students		
Response	**No. of Agency Supervisors N: 78**	**%**
Strongly agree	33	42.31
Agree	37	47.43
Not likely	4	5.13
Disagree	4	5.13
Strongly disagree	-	-

Table 20 **Question/Statement/Issue:** Agency supervisor is assigned with the task of overseeing the performance of the students placed under him/her and to provide timely feedback		
Response	**No. of Agency Supervisors N: 78**	**%**
Strongly agree	37	47.44
Agree	36	46.15
Not likely	4	5.13
Disagree	1	1.28
Strongly disagree	-	-

Table 21

Question/Statement/Issue: Does your organisation provide sufficient opportunities/ exposure for the students to take up field work in the organisation?

Response	No. of Agency Supervisors N: 78	%
Yes	71	91.03
No	7	8.97

Table 22

Question/Statement/Issue: According to your opinion, what should be the weightage of field work in MSW programme?

Weightage	No. of Agency Supervisors N: 78	%
10%	1	1.28
20%	16	20.51
30%	27	34.62
40%	34	43.59

Table 23

Question/Statement/Issue: Do you think that field work education is.....

Response	No. of Agency Supervisors N: 78	%
Well designed to prepare the trainees	53	67.95
Properly supervised	47	60.26
Meaningfully coordinated within larger educational programme	46	58.97
Objectively evaluated on the basis of core competencies demonstrated by students.	47	60.26

Table 24

Question/Statement/Issue: As a supervisor, would you like to contribute to professional growth and make it stronger?

Response	No. of Agency Supervisors N: 78	%
Yes	78	100.00
No	-	-

SECTION IV: PERFORMANCE - RELATED (STUDENT - RELATED) ASPECTS OF FIELD WORK PRACTICUM

Table 25

Question/Statement/Issue: What are the expectations from the students?

Expectation	No. of Agency Supervisors N:78	%
To follow the policies and practices of the agency	75	96.15
To maintain confidentiality of information gathered	76	97.44
To take the prime responsibility in completing the field work programme successfully	77	98.72
To behave in a professional way and follow code of ethics as a guide in ethical behaviour	77	98.72
To maintain attendance and timings throughout the placement	78	100.00

Table 26

Question/Statement/Issue: Are the students trained adequately to become professionals by the time they complete the course work?

Response	No. of Agency Supervisors N: 78	%
Yes	49	62.82
No	29	37.18

Table 27

Question/Statement/Issue: Do you say that frequent and timely feedback have been provided to the institution (school) and the student on the performance and expectations?

Response	No. of Agency Supervisors N: 78	%
Yes	50	64.10
No	28	35.90

Table 28

Question/Statement/Issue: What is the duration of time a student spends in the organisation for concurrent field work in a week?

Duration	No. of Agency Supervisors N: 78	%
Less than 5 hours	4	5.13
5 hours to 10 hours	23	29.49
10 hours to 15 hours	27	34.61
15 hours to 20 hours	24	30.77

Table 29

Question/Statement/Issue: Have you been given the field work education manual (or a detailed note on field work)?

Response	No. of Agency Supervisors N: 78	%
Yes	32	41.03
No	46	58.97

Table 30

Question/Statement/Issue: Are the students able to assimilate the theory learnt in the classroom and connect the same with the practical situation in the field work agency?

Response	No. of Agency Supervisors N: 78	%
Yes	47	60.26
No	31	39.74

Table 31

Question/Statement/Issue: Are the faculty members in the school serve as liaison between agency and school?

Response	No. of Agency Supervisors N: 78	%
Yes	35	44.87
No	43	55.13

Table 32 **Question/Statement/Issue:** Are meetings between field work supervisor, faculty supervisor and student held frequently?		
Response	**No. of Agency Supervisors N: 78**	**%**
Yes	31	39.74
No	47	60.26

Table 33 **Question/Statement/Issue:** Have you provided informal supervision throughout the student's placement (at least one hour of informal supervision for each student/week)?		
Response	**No. of Agency Supervisors N: 78**	**%**
Yes	67	85.90
No	11	14.10

Table 34 **Question/Statement/Issue:** Are you aware of the philosophy, content and courses of social work and expected level of student performance?		
Response	**No. of Agency Supervisors N: 78**	**%**
Yes	69	88.46
No	9	11.54

Table 35 **Question/Statement/Issue:** How much time do you spend with each student per week to review the progress and to discuss practical aspects of profession?		
Duration	**No. of Agency Supervisors N: 78**	**%**
Less than one hour	8	10.26
01 hour – 02 hours	39	50.00
02 hours – 03 hours	21	26.92
More than 03 hours	10	12.82

Table 36 **Question/Statement/Issue:** Are you able to resolve the problems of adjustment of students, if any, during supervision?		
Response	**No. of Agency Supervisors N: 78**	**%**
Yes	75	96.15
No	3	3.85

Table 37 **Question/Statement/Issue:** As a supervisor, how do you rate the issues concerned with field work trainees? (On the basis of your observations, mark the response)			
Evaluation Parameter	**No. of Agency Supervisors N: 78**		
	Not Satisfactory	**Satisfactory**	**Good**
Ethical conduct	8 (10.26)	29 (37.18)	41(52.56)
Compliance with agency policies and conduct rules	7 (8.97)	24 (30.77)	47 (60.26)
Method of record keeping	10 (12.82)	30 (38.46)	38 (48.72)
Attendance	6 (7.69)	24 (30.77)	48 (61.54)
Tardiness	11 (14.10)	29 (37.18)	38 (48.72)
Practice - quality learning	19 (24.36)	25 (32.05)	34(43.59)
Confidentiality of information gathered/ work carried out	4 (5.13)	25 (32.05)	49(62.82)
Sincerity in undertaking work	8 (10.26)	30 (38.46)	40 (51.28)
Ability to meet learning requirements/expectations	11 (14.10)	27 (34.62)	40 (51.28)
Inclination to learn	11 (14.10)	26 (33.33)	41 (52.57)
Interpersonal relations	7 (8.98)	21 (26.92)	50 (64.10)
Ensuring personal issues / problems, if any, are independent of field work performance	6 (7.69)	31 (39.74)	41 (52.57)
Ability to integrate theory with practice	15 (19.23)	32 (41.03)	31 (39.74)

Figures within parentheses indicate percentages

SECTION V: SUGGESTIONS

Table 38

Question/Statement/Issue: What are your suggestions to improve quality of field work?

Suggestion	No. of Agency Supervisors N: 78
Select an agency which provides quality field work exposure	78 (100.00)
Select an agency which has a professional social worker on the staff	74 (94.87)
Students are to be prepared (oriented) by the school well before sending them for field work	77 (98.72)
A well-organized co-ordination between agency supervisor, student, and faculty supervisor is necessary	77 (98.72)
To improve quality of social work education in general, and field work education in particular, involvement of agency supervisor in academic activities is required	77 (98.72)
Prepare field work manual so as to make the issues / rules explicit to all stakeholders	78 (100.00)
An orientation on code of ethics is to be provided to students before their placement for field work	78 (100.00)
Agencies be given choice to select trainees on basis of their policies and programmes	66 (84.62)
Effective evaluation format to be evolved for use of agency in assessing students' training effectiveness	78 (100.00)
Services of agency supervisors (if qualified) can be used as examiners for field work practicum	75 (96.15)

Figures within parentheses indicate percentages

Table 39

Question/Statement/Issue: Do you feel that the field work practicum helps the student in better understanding the profession?

Response	No. of Agency Supervisors N: 78	%
Yes	78	100.00
No	-	-

AGENCY FIELD WORK SUPERVISORS

The findings regarding agency field work supervisors are presented under five sections. Tables are explained and discussed in the same numerical order of their presentation in the previous pages.

1. Respondents of this study, numbering 78, are well established professionals in different fields of social work, and 38 (48.72%) of them are HR professionals. Among them many (66/78 or 84.62%) are with social work background. They have professional experience ranging from 4 to 30 years and have between 3 and 25 years of experience in guiding students of social work in field work practicum. It is essential to know their opinion on social work, as it impacts on the brand image of the school of social work and the learning curve of a student placed for field work practicum.

Section I: Opinion on Social Work

2. For any professional course to thrive and succeed, it is important to work to build a positive public image. It is all the more important for a course like social work, as it revolves around working with people. In the current study, 67 (85.89%) supervisors strongly agree with this assessment. According to them, sustenance and improvement need more thrust as they are very challenging to achieve in the practical world.

3. Many technical courses need knowledge on machines, material and other digital skills. But in social work, the only available asset is human resource, working for the betterment of other human resource. These demands are strongly knit and value-based ethical code incorporated into the course and practised among the students through experiential learning. All 78 respondents strongly agree on this aspect of the study. What is important to understand here is that the conceptual aspects are great to have but hard to follow. Hence respondents do feel that students need more push in assimilating and imbibing the same.

4. The essence of fieldwork lies in the practical application of theoretical aspects learnt in a classroom. Hence, bringing in connection between the two and making students understand the same, plays a vital role in successful commissioning of future professionals. Respondents too support this idea/opinion as 52 (66.67%) of them strongly agree, and 24 (30.77%) of them agree with the said aspect. Efforts of the school, and the faculty members need more acceleration as far as this aspect is concerned as they are the primary mentors a student comes across.

5. Social work as a professional course aims at launching fresh professionals into society in various streams. It expects students to conduct themselves as professionals soon after completing their course. As many as 76 (97.44 %) supervisors agree with the statement and their responses also suggest that they need to use field work exposure meaningfully to take up professional roles on completion of the course.

Section II: Relevance and Importance of Field Work

Social work is a practice profession which aims at working for **human well-being** and **development.** Other than medical services, this is one of the very few courses which offers field learning to students. Analysing the social conditions, developing people skills and bringing in a professional touch to the services provided would not be possible without relevant exposure during the course. Under this category of relevance and importance of fieldwork, there were 10 statements/questions being posed to the respondents and they responded in the following manner:

6. Field work in social work curriculum is an opportunity provided to test and learn the practical side of theory. Except for hard core technical courses, there are very few life skill courses that offer this kind of an opportunity to experiment with the skills learnt in the

classroom. As many as 76 (97.44%) respondents agree with the fact that field work is relevant in acquiring competencies.

7. Field work exposure to students during the course of study is intended make them social work professionals with needed competencies and not to prepare them to work in any particular agency. Most of the respondents (75.64%) endorse this view.

8. Learning to provide professional and quality service is the main objective of field work. Hence, it is correct to say that field work training is meant for getting trained on required competencies and not to get into action as there is a fear of underperformance by the trainee. As many as 51 (65.38%) have agreed with this statement too as they also feel that completing the training phase is necessary before taking up real time job responsibilities.

9. Being a thorough social work professional is not a day's work. It takes understanding, assimilating and implementing professional knowledge during field work. The same fact is reflected in the current study too as 71 (91.03%) professionals agree with the same.

10. Social work is a practice-oriented course where competencies needed are acquired during field work. Field work is the most essential part in making a future professional a successful one. All have agreed that field work too is as important as class room teaching. While learning takes place in the classroom, application is done in the field. Therefore, classroom teaching and field work exposure should go together and one is not subordinate to another. Hence, learning and doing have equal and strong footing in social work education.

11. Not all professions offer an opportunity to test and learn the practical side of theoretical aspects. Social work is one such course which allows a nuance professional to learn to integrate knowledge, values, and skills during the course of field work. In the current study, it has been noticed that 76 (97.44%) supervisors are in support of the statement. The study also considers that an agency becomes a right avenue only when it complies with the set norms.

Set norms also include a willing mentor ready to create a learning environment to an inexperienced student at the agency.

12. Social work is an applied science in which field work acts like a transition phase in creating an active professional out of a classroom student. Seventy seven (98.72%) respondents too agree with the statement and feel that field work is the transition phase for students in to becoming active professionals from being passive learners.

13. Field education is the flesh and blood of social work course, the quality of which is determined by three major stakeholders - the student, the faculty supervisor from the school, and the supervisor from the agency. The essence of field work lies in active participation of all three and engaging their skills. The response is overwhelming too as 76 (97.44%) supervisors agree with the statement. Though, the roles of all the three stakeholders are equally important, the schools and the students are more responsible for establishing a healthy relationship with the agency. This is because it is the schools and the students who are dependent on agencies for their learning activities.

14. For students, field work placement is a new experience. Supervision and professional guidance are indispensable towards shaping the individual to become a professional. The role of the agency field work supervisor in mentoring the student is well appreciated. Seventy-two (92.31%) respondents are of the view that supervision and professional guidance from professionals are essential for trainees to develop the needed competencies. Here, the role played by an agency supervisor is important. Ability and willingness to mentor, prioritizing and organizing skills are the most expected qualities in field work supervisors as they are busy with their own responsibilities in the agency.

15. Appearance and conduct add to the professional outlook one carries as a part of etiquette at any professional set up. Sixty-eight (87.18%) agency field work supervisors too feel that dress code and appearance of students should be in line with their professional role.

Respondents also feel that faculty supervisors and the schools have to address and monitor this aspect, if they want to ascertain quality among the students.

Section III: Process of Field Work Placement, Purpose of Supervision and Role of Supervisors

Field work placement is an integral part of social work education which needs to be systematically designed and executed. Well established process with clarity of purpose, objectives, and expected role of the supervisor is the need of the hour. Certain questions/statements covering the above said aspects are part of this study. Following is what the respondents had to say:

CRITERIA FOR SCHOOLS (AND / OR STUDENTS) IN CHOOSING AN ORGANIZATION/AGENCY FOR FIELD WORK

Criteria	Agency Field Work Supervisors N: 78
No relatives/ friends of the students are on the staff	49 (62.82%)
Persons with MSW qualification are on the staff	66 (84.62%)
Varieties of learning opportunities are available	76 (97.44%)
Considered to be a potential agency for field work placement	74 (94.87%)
Supervisory staff members are able to devote time and willing to guide	76 (97.44%)
Professional philosophy of supervisor, and objectives of agency are consistent with those of social work	75 (96.15%)
Professionals with considerable years of service are on the staff to provide guidance	76 (97.44%)
Agency supervisor is committed to professional development	75 (96.15%)

16. A majority of agency field work supervisors are of the view that certain criteria are to be followed in placing students for field work. Availability of learning opportunities and professionals with considerable years of service on the staff are the most desirable criteria in placing the students for field work. Availability of opportunities for learning, and that too from competent persons are rated as the most desirable conditions a school (or a student)

should look for. Statements like 'No relatives/ friends of the students are on the staff' and 'Persons with MSW qualification are on the staff' have not gained much attention when compared to other statements.

17. Field work emphasizes the importance of learning by doing. Learning by doing is effective only when students are exposed to standardized professional set up with separate policy/ procedure. Sixty-two (79.49%) respondents agree that they have separate policies / procedures to ensure that conducive learning environment is being provided to the students at the agencies.

18. Field work exposure is a period of transition for students as they move from theoretical classroom to a professional set up. Transition becomes smooth only when they are guided and mentored by field work supervisors. All the respondents, who 'agree' and 'strongly agree' when put together, opine that it is their responsibility to mentor students during the practicum. What is challenging for an agency supervisor in real life situation is taking time out of his/ her routine and scheduling effective and fruitful meetings with the students.

19. An agency which provides opportunities and accommodates students by providing field work exposure will certainly have expectations from the school and the students too. In the current study, when enquired about it, it has been noticed that there is a slight fall in the percentage of strongly agreeing responses, as the respondents feel that they are not able to create a balance of expectations of between them and the schools of social work ('strongly agree' and 'agree' put together is 89.62%).

20. Guiding, mentoring and monitoring the students are the major responsibilities of a field work supervisor. Appraising their work and providing feedback are the most important factors in shaping a budding professional. 'Strongly agree' and 'agree' responses put together have scored 93.59%. According to the respondents what is also important is the positive

learning outlook of students along with the ability to receive and work on the feedback provided.

21. Field work, being the significant part of social work education, works only when students get the right exposure they deserve. In the current study, 71 (91.03%) respondents feel that the right atmosphere is being provided to students.

22. Field exposure and opportunities to acquire new skills are the deciding factors of success for any professional course. This is true for social work course too. In the current study, 61(78.21%) respondents feel that field work should get 30% - 40% weightage in the overall programme.

AGENCY FIELD WORK SUPERVISORS' VIEWS ON FIELD WORK EDUCATION

Response	No. of Agency Field Work Supervisors N: 78	%
Well designed to prepare the trainees	53	67.95
Properly supervised	47	60.26
Meaningfully coordinated within larger educational programme	46	58.97
Objectively evaluated on the basis of core competencies demonstrated by students	47	60.26

23. The quality of field work education depends on various factors. Some of them are: the way it is designed, supervised, coordinated, and objectively evaluated. In the present study, 53 (67.95%) respondents feel that it is well designed, but do not feel the same about the way the field work programme is supervised, coordinated, and objectively evaluated. This could be indicative of the fact that the agency field work supervisors are not very happy with the way the field work education is being executed. Schools have to be pro-active and work

towards establishing a healthy relationship by strengthening their networking skills with the agency. There is a fear of quality getting deteriorated further, if this trend continuous.

24. Willingness to impart the experiential knowledge acquired in course of time seems to excite the respondents, as all of them have expressed their willingness to contribute to the professional growth and make it stronger.

Section IV: Performance-Related (Student-Related) Aspects of Field Work Practicum

Well designed, well executed practicum, is incomplete without a student's commitment. A sense of responsibility to fulfil the expectations of field learning is a variant in deciding the overall success of field work practicum. There are 13 questions in this category seeking the responses. The responses provided are as follows:

EXPECTATIONS FROM STUDENTS

Expectations	No. of Agency Field Work Supervisors N: 78	%
Follow the policies and practices of the agency	75	96.15
Maintain confidentiality of information gathered	76	97.44
Student has to take the prime responsibility in completing the field work programme successfully	77	98.72
Student is expected to behave in a professional way and follow code of ethics as a guide in ethical behaviour	77	98.72
Maintenance of attendance and timings throughout the placement	78	100.00

25. The expectations of agency supervisors have been specified in the box cited above. Respondents exhibit very high expectation on each of the statements mentioned above. The prominent expectations include: compliance with attendance requirements, following policies and practices, maintenance of confidentiality of information gathered and displaying

accepting behaviour and following code of ethics. Further, the supervisors expect the students take the prime responsibility of completing their field work assignment. This explains the importance they attach to quality and how the students have to be prepared before being placed in any agency.

26. Field work practicum believes in providing exposure to practical side of social work, the success of which is gauged by various factors. Student's willingness to learn and experiment, the willingness of the agency supervisor and the agency in creating learning environment are some of the major factors affecting the quality of the outcome. As many as 49 (62.82%) agency field work supervisors believe that students are trained adequately and are able to take off successfully as professionals by the end of the course. However, the remaining responses express concern over this aspect of the study, as they feel training provided by the school, and enthusiasm to learn among the students, also play a vital role in making students job-ready.

27. On time, constructive, feedback is a must to achieve progress in any form of learning. In the current study, nearly 50 (64.10%) agency field work supervisors have been providing timely feedback both to the school and the students. Such assessment and feedback would help to understand the progress of students and plan future course of action.

28. Time spent by the student at the agency is very crucial, as it directly impacts the learning process. In the current study, 24 (30.77 %) respondents say that the time spent by students is between 15 and 20 hours weekly, whereas, 27 (34.61%) of them feel that they spend 10 to 15 hours weekly. It appears that the students are not spending the mandatory duration of time stipulated for field work. The agency supervisors can add value here by paying more attention on this aspect. The timings of field work of students are generally prescribed by the agency but the duration of exact field work learning in a week should not be lesser than 15 hours.

29. Agency supervisors are usually busy professionals who look forward to seeking more clarity on expectations from both the sides. A manual (or at least a detailed note on field work) would be a fruitful tool in ensuring that the entire process is taken care of meticulously. But, 46 (58.97%) supervisors have not received any manual (or at least a detailed note on field work) from the schools of social work. A good manual with description of expectations, 'do's' and 'don'ts' would be a true game changer in the very way we perceive field work practicum. It is also a fact that the number of agencies willing to accommodate students is reducing year on year. This should force the schools to think innovatively. The schools of social work have to pay more attention to this aspect, failing which the damage which they incur will be insurmountable.

30. As many as 47 (60.26%) agency field work supervisors opine that the students are able to integrate theory that they have learnt in the classroom with field placement. There are 31 (39.74%) supervisors who mention that the theory learnt in the classroom and application of the same in the field work agency are two different aspects. Students' strong theoretical base would reflect in effective learning in the field. Hence, there should be a strong positive relation between what has been learnt in the class and what is practised in the field.

31. A student placed in an agency for field work is the representative of the school, not of the organisation. Ensuring that student gets right placement, treatment and exposure are the primary responsibilities of the school and the faculty supervisor. Hence, faculty members establishing a healthy relationship with the agency not only promotes but enhances the quality of field work practicum.

In the present study, 43 (55.13%) agency supervisors find the faculty not serving as liaison personnel between agency and the school. These further highlight the fact that schools and the faculty supervisors need to equip themselves adequately to face this challenge head on. A structured communication and strategic engagement with the agency can resolve many issues

associated with field work. Obviously the thrust on healthy relationship between the school and the agency is a key factor in enhancing the overall quality of field work.

32. The visits of faculty members to agency are to be viewed as a part of facilitation in the process of students' learning and not as inspection or physical check-up. Planning, monitoring and evaluation of field work of students require the co-ordinated efforts of all key stakeholders – agency field work supervisor, faculty field work supervisor, and student. In the absence of proper dialogue, the whole process is likely to be a futile exercise.

As many as 47 (60.26%) agency field work supervisors feel that meeting between them, students and faculty field work supervisors hardly happens. Students' attendance, conduct, motivation to learn, ability to apply theory to practice, and people skills have to be monitored by the school. These objectives can be met only if the faculty members and students interact with the agency on a regular basis.

33. Mentoring or supervision, both formal and informal, is required in making the students learn the practical side of social work. Sixty-seven (85.90%) agency supervisors feel that they are providing informal supervision to students. Formal supervision takes place only during prescribed timings, and informal supervision is student-friendly, flexible and takes place in a healthy environment with less restrictions.

34. Agency supervisor is not just the professional who accommodates a student but also a mentor who guides the student all through. It becomes obligatory on the part of the mentor to understand the philosophy, content and courses of social work. Sixty-nine (88.46%) agency supervisors are aware of this requirement. Further, they are also aware of the expected level of student performance.

35. A social work professional-in-making, exposed to a new environment, needs constant support from the agency supervisor. A meaningful engagement with practical aspects happens only when quality time is spent in mentoring the students. The current study

supports this thought as 21 (26.92%) agency supervisors are spending two to three hours in a week, while 39 (50%) of them spend one or two hours weekly with their respective students.

36. Any new environment poses new challenges which need to be addressed from time to time. Every student is exposed to challenges of varied nature during placement. It is the agency supervisor who needs to resolve problems, if students are unable to find solutions on their own. In the current study, it can be noticed that 75 (96.15%) respondents feel that they resolve problems of adjustment of students placed under them. Alongside, if the schools can join hands in understanding the nature of adjustment problems, it will lead not only to resolution of issues on time, but also these could be avoided in future with proper action.

ISSUES CONCERNED WITH FIELD WORK TRAINEES			
Evaluation Parameter	**No. of Agency Supervisors N: 78**		
	Not Satisfactory	**Satisfactory**	**Good**
Ethical conduct	8 (10.26)	29 (37.18)	41 (52.56)
Compliance with agency policies and conduct rules	7 (8.97)	24 (30.77)	47 (60.26)
Method of record keeping	10 (12.82)	30 (38.46)	38 (48.72)
Attendance	6 (7.69)	24 (30.77)	48 (61.54)
Tardiness	11 (14.10)	29 (37.18)	38 (48.72)
Practice - quality learning	19 (24.36)	25 (32.05)	34(43.59)
Confidentiality of information gathered/ work carried out	4 (5.13)	25 (32.05)	49 (62.82)
Sincerity in undertaking work	8 (10.26)	30 (38.46)	40 (51.28)
Ability to meet learning requirements/expectations	11 (14.10)	27 (34.62)	40 (51.28)
Inclination to learn	11 (14.10)	26 (33.33)	41 (52.57)
Interpersonal relations	7 (8.98)	21 (26.92)	50 (64.10)
Ensuring personal issues / problems, if any, are independent of field work performance	6 (7.69)	31 (39.74)	41 (52.57)
Ability to integrate theory with practice	15 (19.23)	32 (41.03)	31 (39.74)

Figures within parentheses indicate percentages

37. All professions need constant change and continuous improvement from time to time. Though, how student trainees conduct themselves at the agency is the primary responsibility of the school, a feedback provided on time saves the reputation of both. In this regard certain questions were posed to the agency supervisors about the conduct of trainees. While most of the responses appear 'good', some remain 'satisfactory'. Ethical conduct, compliance with agency policies and conduct rules, attendance, confidentiality of information gathered/work carried out, and interpersonal relations have been marked as 'good' by more than 50% of respondents.

Section V: Suggestions

SUGGESTIONS TO IMPROVE QUALITY OF FIELD WORK	
Suggestion	**No. of Agency Supervisors N: 78**
Select an agency which provides quality field work exposure	78 (100)
Select an agency which has a professional social worker on the staff	74 (94.87)
Students are to be prepared (oriented) by the school well before sending them for field work	77 (98.72)
A well-organized co-ordination between agency supervisor, student, and faculty supervisor is necessary	77 (98.72)
To improve quality of social work education in general, and field work education in particular, involvement of agency supervisor in academic activities is required	77 (98.72)
Prepare field work manual so as to make the issues/rules explicit to all stakeholders	78 (100)
An orientation on code of ethics is to be provided to students before their placement for field work	78 (100)
Agencies be given choice to select trainees on basis of their policies and programmes	66 (84.62)
Effective evaluation format to be evolved for use of agency in assessing students' training effectiveness	78 (100)
Services of agency supervisors (if qualified) can be used as examiners for field work practicum	75 (96.15)

Figures within parentheses indicate percentages

38. Schools of social work and the agencies are at two different ends of a stick which influence one another from the beginning. Schools provide theory which is the basis of practice in the professional world. Professional world, on its part, provides practical inputs to the schools which have to be part of class room teaching. Change is the only constant aspect in a professional environment. Hence, the suggestions provided by agency supervisors are of great importance to the academia.

In the present study, respondents agree totally on implementation of certain changes like:

- Selecting an agency which provides quality field work exposure
- Preparing a field work manual so as to make issues explicit to all stakeholders
- Orientation on code of ethics is to be provided to students before their placement for field work
- An effective evaluation format has to be evolved for use of agency in assessing effectiveness of students' training.

Remaining aspects from the table above have gained more than 90% of approval except for response on one aspect namely, agencies be given a choice to select trainees on the basis of policies and programmes of the agency, which elicited, 84.62% approval by the respondents.

39. All agency fieldwork supervisors unanimously endorse that field work practicum would enable students to understand the profession better. Field work practicum, thus, enables them to be good practitioners too.

Conclusion: The importance of field work practicum in social work curriculum has been well established and documented too. Edith Abbott has made a remarkable contribution to social work, especially during its initial years as an academic programme. She admits that the greatest challenge and equally difficult aspect in social work education is to provide meaningful field work exposure to trainees and to make field work a truly educational aspect

(Costin, 1983). To make this happen, agency field work supervisors have a great role to play in making field work practicum an inseparable component of social work education.

It has been observed in the study that agency field work supervisors have endorsed that social work has a clear public-image and is a value-based profession. Every aspect of field work practicum is well appreciated by them. They stress on the importance of positive dialogue among students, agency supervisors, and facility members. Their response indicates that field work practicum is the strong base for social work. The agencies have clear policies for field work placement.

Some of the issues on which deliberations required are:

1) As many as 76 (97.44%) supervisors agree that students who are well trained in field work must be ready to become professionals by the time they complete the course.

2) As many as 49 (62.82%) supervisors endorse that while placing students for field work, care must be taken that none of the relatives/friends of the students are on the staff.

3) Duration of time spent by the students in concurrent field work is not uniform. It ranges between 20 hours and less than 5 hours in a week. In fact, in one university, the duration of concurrent field work is less than 8 hours a week (only one day of field work in a week).

4) A large number of schools do not have manual on field work, nor do they give details of field work programme to field work agencies. Many agency supervisors do not know the minute aspects of field work programme.

5) As many as 39.74% agency field work supervisors opine that students are not able to assimilate and apply the theory learnt in the classroom to practical situation in the agency.

6) Many agency field work supervisors (60.26%) mention that faculty members do not interact with agency supervisors and no meetings are held among the three stakeholders' viz., students, agency supervisors, and faculty supervisors.

7) Agency supervisors should be able to spend sufficient time in reviewing the work and guiding the students in their field work.

8) The performance of students on different issues of field work is rated between ‘satisfactory’ and ‘good’.

9) Many suggestions are made to improve the quality of field work of students. These include selection of right kind of agency, preparation of field work manual, orientation on code of ethics to students, and effective evaluation format to be followed for use of field work agency.

E: SENIOR SOCIAL WORK PROFESSIONALS

Table 1 Personal and Professional Details		
Detail	**No. of Senior Social Work Professionals N:52**	**%**
Age (in years)		
45 and below	11	21.15
46 - 60	25	48.08
61 and above	16	30.77
Range: 38 – 65 years; Mean: 51.08 years; SD: 8.785		
Gender		
Male	47	90.38
Female	5	9.62
Field of Specialisation/Special Interest at PG Level		
Community Development	5	9.62
Personnel Management & Industrial Relations/HRD	32	61.54
Medical and Psychiatric Social Work	8	15.38
Family and Child Welfare	2	3.84
Correctional Social Work	5	9.62
Field of Work		
Teaching	16	30.77
Work in Industrial Establishments	28	53.85
Work in the field of Women and Child Development/ Correctional Services	4	7.69
Work in the field of Community Development/ Medical and Psychiatric Social Work	4	7.69

PART A: ISSUES CONCERNED WITH ADMISSION OF CANDIDATES, DURATION OF COURSE AND COMPOSITION OF TEACHER: STUDENTS RATIO

Table 2

Question/Statement/Issue 1: What according to you should be the academic background of the candidates to get admitted to MSW course?

Response	No. of Senior Social Work Professionals N:52	%
Only Graduates of Arts/Social Sciences	9	17.31
Only Graduates of Social Work/specified subjects	5	9.61
All Graduates including of Medicine & Engineering	19	36.54
All Graduates except of Medicine & Engineering	19	36.54

Table 3

Question/Statement/Issue 2: What according to you should be the process of admission to MSW course?

Response	No. of Senior Social Work Professionals N: 52	%
Through Entrance Examination	6	11.54
Through Entrance Examination & Group Discussion + Merit of marks scored in Graduation course	13	25.00
Through Entrance Examination & Personal Interview + Merit of marks scored in Graduation course	16	30.77
Only on merit of marks scored in Graduation course	3	5.77
Entrance Examination + Merit of marks scored in Graduation course	14	26.92

Table 4 **Question/Statement/Issue 3:** What according to you should be the duration of MSW course?		
Response	**No. of Senior Social Work Professionals** **N: 52**	**%**
Existing two years	49	94.23
Three years	2	3.85
Others	1	1.92

Table 5 **Question/Statement/Issue 4:** What according to you is the ideal Faculty: Student ratio?		
Response	**No. of Senior Social Work Professionals** **N: 52**	**%**
1:10	18	34.62
1:15	17	32.69
1:20	12	23.08
1:25	5	9.61

PART B: CURRICULAR ISSUES

Table 6

Question/Statement/Issue 5: Rate the following on the basis of your observation / hearsay

Criterion : MSW Course Curriculum	**No. of Senior Social Work Professionals N: 52**		
Response	**Good**	**Average**	**Needs Improvement**
Theory content & Relevance	5 (9.61%)	15 (28.85%)	32 (61.54%)
Field Work Practicum	7 (13.46%)	14 (26.92%)	31 (59.62%)
Project Work / Dissertation	8 (15.38%)	15 (28.85%)	29 (55.77%)

Table 7

Question/Statement/Issue 6: Rate the following on the basis of your observation / hearsay.

Criterion: Performance of Students	**No. of Senior Social Work Professionals N: 52**		
Response	**Good**	**Average**	**Needs Improvement**
Punctuality in attending academic activities	7 (13.46%)	23 (44.23%)	22 (42.31%)
Academic interest	7 (13.46%)	23 (44.23%)	22 (42.31%)
Knowledge on current affairs	2 (3.85%)	18 (34.61%)	32 (61.54%)
Display of passion for the course	4 (7.69%)	20 (38.46%)	28 (53.85%)
Willingness to learn new things	7 (13.46%)	25 (48.08%)	20 (38.46%)
Interest in Professional career	8 (15.38%)	26 (50.00%)	18 (34.62%)
Self-motivation in acquiring competencies	4 (7.69%)	17 (32.69%)	31 (59.62%)

Table 8

Question/Statement/Issue 7: Rate the following on the basis of your observation / hearsay

Criterion: Outlook of MSW Course	**No. of Senior Social Work Professionals N: 52**		
Response	**Good**	**Average**	**Needs Enhancement**
Importance of Social Work Education in modern times	15 (28.85%)	23 (44.23%)	14 (26.92%)
Career opportunities for students	15 (28.85%)	25 (48.08%)	12 (23.08%)
Output / supply of qualified students to the job market / professional field	6 (11.54%)	26 (50.00%)	20 (38.46%)

Table 9

Question/Statement/Issue 8: Do you think that the schools of social work should regulate the intake of students to MSW course as the supply of qualified social workers has exceeded in the recent past?

Response	No. of Senior Social Work Professionals N: 52	%
Yes	40	76.92
No	12	23.08

Table 10

Question/Statement/Issue 9: Are the schools of social work imparting requisite Competencies (Knowledge, Skills, and Values) to students of MSW course?

Response	No. of Senior Social Work Professionals N: 52	%
Yes	5	9.62
No	47	90.38

PART C: OTHER PROFESSIONAL ISSUES

Table 11

Question/Statement/Issue 10: Have you ever regretted your decision for having pursued MSW course?

Response	No. of Senior Social Work Professionals N: 52	%
Yes	1	1.92
No	51	98.08

Table 12

Question/Statement/Issue 11: Would you recommend/advice the wards of your friends / relatives to pursue MSW course?

Response	No. of Senior Social Work Professionals N: 52	%
Yes	50	96.15
No	2	3.85

Table 13

If the response is Yes.....

Choice	No. of Senior Social Work Professionals N: 50	%
Any School	-	0
Select School	50	100.00

Table 14 **Question/Statement/Issue 12:** Do you feel that all social workers, irrespective of their field of practice/interest, share a common professional identity?		
Response	**No. of Senior Social Work Professionals N: 52**	**%**
Yes	21	40.38
No	31	59.62

Table 15 **Question/Statement/Issue 13:** Do you advocate professional status to social work like other professional courses?		
Response	**No. of Senior Social Work Professionals N: 52**	**%**
Yes	47	90.38
No	5	9.62

Table16 **Question/Statement/Issue 14:** Are you confident that social work in the days to come will have		
Response	**No. of Senior Social Work Professionals N: 52**	**%**
A clear professional identity	38	73.08
Public recognition	34	65.38
Professionalization	37	71.15

Table 17 **Question/Statement/Issue 15:** What are your expectations from the present MSW students (professionals-in-making)?		
Response	**No. of Senior Social Work Professionals N: 52**	**%**
Loyalty/commitment to profession	51	98.08
Good communication skills	50	96.15
Willingness to take up higher responsibility	50	96.15
Good interpersonal relations	50	96.15
Good Behaviour: Dependable persons	51	98.08
Pleasant manners	51	98.08

SENIOR SOCIAL WORK PROFESSIONALS

The present study is intended to understand the perceptions/views of senior professionals in social work with regard to issues concerned with social work education. A sample of 52 professionals, including both educators and practitioners, were selected and administered a pre-tested questionnaire to know their insights and impressions about some of the issues concerned with social work education in the present times on the basis of their acquaintance with the schools of social work in the capacity of agency field work supervisors, members of academic committees such as Board of Studies in Social Work/members of selection committees for recruitment of social work professionals, executive committee members of professional associations in social work, chief executives of NGOs, senior HR professionals, or senior faculty members in social work.

All the chosen social work professionals fondly recalled their student days during the initial contact and were willing to be subjects for the study. All were contacted and administered the questionnaire by adopting the ethical issues of research, and especially of informed consent and confidentiality. All subjects had taken up social work as field of choice and identified themselves with pride as social workers. They still had very fond memories of social work and recalled their student days and professional career thereafter.

1. Personal and Professional Details of Senior Social Work Professionals:

The profile of 52 senior social work professionals indicate the following:

The age of professionals range from 38 to 65 years with a mean age of 51.08 years. A good number fall in the 46 - 60 age group. Male gender constitutes 90.38%, and a good majority of them (53.85%) have been serving / have served as senior HR professionals. HRM was the field of specialisation/ area of interest of 32 (61.54%) professionals during their MSW studies (Table 1).

The results are presented under three parts. Tables are explained and discussed in the same numerical order of their presentation in the preceding pages.

Part A: Issues Concerned with Admission of Candidates, Duration of Course and Composition of Teacher: Student Ratio

2. As many as 19 (36.54%) professionals are of the view that admission to MSW course must be made open to any graduate (except medicine and engineering). This admission criterion is being followed in many Indian universities. On the other hand, an equal number of professionals also mention that admission to MSW course must be made open to all graduates, including those from medicine and engineering streams. It is appropriate to recall here the remarks of Stroup (1960) who mentions very clearly that social work is not a branch of any stream of science. It has a distinctive knowledge base of its own and also rests on the knowledge of various branches of learning, including psychology, sociology, economics, political science, physical science, biology and many others. Hence, opening admissions to all graduates to MSW course is justifiable.

3. Most of the respondents opine that admission should not be solely on the basis of marks obtained in the undergraduate examination. Taking into consideration the competencies required for social workers, it is obvious to mention that social work course is meant for those who have the right kind of aptitude to human service. This can be made out to some extent through the conduct of entrance examination, group discussion, and personal interview or at least considering the merit of students in the entrance examination, along with that of merit at the UG examination.

4. As many as 49 (94.23%) are of the view that the existing duration of two-years is good enough to provide high quality education at PG level. But planning has to be done in such a way that the duration of the course is properly utilised by paying attention to theory component (course work, including research project/dissertation) and field work practicum.

While the duration of most of the PG courses is of two academic years, the uniqueness of social work programme is that its duration is more than two academic years, if the duration of block placement is included. While endorsing the view that social work

academic programme is principally skill based, there are a few who suggest that the duration of block placement be enhanced to six months so that students get appropriate exposure to the practical aspects of the profession, and thereby become well equipped with needed competencies. There is also another suggestion from a senior academician that the duration of MSW course should be of two academic years for candidates with BSW, and three years for other graduates.

5. The ideal faculty: student ratio is expressed by the professionals. While one-third has advocated 1:10, another one-third suggests 1:15. These two opinions probably are based on the concern for high quality education. The ratio of 1:10 is an idealistic one, and the other is realistic. A teacher: student ratio of 1:15 is suggested at various academic fora of social work education. But in practice, this suggestion is rarely followed. There are schools being run with two or three faculty members and with no regard for the norms prescribed. Further, a long time problem lies unresolved even now is that of the calculation of workload of teachers, especially the components of field work supervision, and guidance of research projects. In the absence of clear guidelines, many schools are not in a position to justify the workload of teachers. This invariably results in considering field work as an adjunct of course work, and social work programme is considered on par with other academic programmes with no practical component.

Part B: Curricular Issues

6. A good number of professionals are of the firm impression that the structure, content and relevance of courses, field work practicum, and dissertation need to be improved in accordance with placement/practice requirements. Implementation of uniform course content and methods of monitoring and evaluation of the performance of candidates are to be

examined in view of the variations being found in the content of the curriculum and the methodology followed in the conduct of academic programmes, including examination.

7. Mention should be made about the intake of candidates to MSW course. It has been observed that in some schools of social work, the number of students admitted to the course is much lower than the sanctioned (prescribed) strength, and this situation is glaringly obvious in those run by private managements. Some of these management institutions are continuing the course with a limited number of students as a matter of commitment, though such an arrangement is not financially viable.

Coupled with this, many schools are not well equipped in terms of required infrastructure, faculty strength, and opportunities for sound field work practicum. For these schools, maintenance of standards has become a herculean task. Now, MSW programme is more confined to university departments and departments of social work of government first grade colleges. Absence of an authority like Council on Social Work Education, results in wide differences in the content of curriculum from one university to another including, admission criteria and system of evaluation. All these affect adversely the quality of training being imparted to students. Developing sound academic programme is the major responsibility of teachers, students, administrators, and agency field work supervisors. The present study indicates that students of social work need to show more academic interest to acquire knowledge on current affairs, display passion for the course, willingness to learn new things, interest in professional career, and self-motivation in acquiring competencies, besides maintaining punctuality in attending academic activities.

The senior professionals are of the view that in the present volatile situation of job market and stiff competition among candidates, acquiring skills, knowledge and values are very essential. The essence of the clear message is: a) learn at all times and b) learn and update skills. The latter includes mainly analytical skills and mathematical ability. The same

is true for persons who wish to be involved in voluntary work, or function as freelance workers. A few practitioners are of the view that persons with practical exposure and those who are a part of policy making, need to be considered as faculty members. Similarly, persons with practical experience in the field, along with required academic requirements, need to be considered for the position of faculty members. This would certainly improve the quality of training to students.

8. As a value-based profession, social work is relevant at all times. For those who consider social work as a way of life, its relevance is forever. The importance of the course is felt greatly in the present times (38/52 or 73.08% professionals rated the importance of social work education in modern times from 'average' to 'good') and from that perspective, there is likely to be no decline whatsoever in its demand over a period of time. This is especially true of schools that maintain high standards. Controlling the mushrooming of schools of social work, being run with inadequate facilities is the need of the hour. But, one has to think whether quality education is offered, and minimum standards are maintained, in offering the course. Career opportunities are plenty for social work postgraduates (40/52 or 76.92%). Professionals rate the opportunities from 'average' to 'good', and the supply of qualified persons to take up the profession is reasonable in terms of the number (32/52 or 61.54% professionals rate the output of qualified persons to the job market/professional field from 'good' to 'average').

9. The intake of candidates for admission to MSW course has to be fixed on the basis of observations made in need assessment, availability of infrastructure, availability of learning opportunities through field work practicum, and strength of qualified faculty. In the absence of the above, mere increase in intake would result in dilution of quality of education and at the end of two-year course students will be ill-equipped with needed competencies. This would further discourage young talent when suitable job placement is not available. A

majority (40/52 or 76.92%) of the professionals feel that a regulation prescribing the optimum intake is required.

10. Almost all respondents (47/52 or 90.38%) are of the opinion that the schools are not able to impart requisite competencies (knowledge, skills and values) to students during the two-year study period. This appears to be a crucial issue. The success of the programme depends on the acquisition of competencies to practice the profession. The factors on which attention is to be paid are to be identified and suitable measures are to be taken. Social work is a skill-based profession and hence, the methodology of teaching and guidance must be different from the teaching of other conventional subjects.

Part C: Other Professional Issues

11. As many as 51 (98.08%) senior social work professionals have no regrets for having studied MSW course. In fact, they are proud of identifying themselves as professional social workers. This is partly due to the sound academic exposure that they have had and the demand for the course during their times. According to them, social work course is the most sought after by youngsters of the day. It was a dream for many to join MSW course and in fact some have to wait for years and prepare well to face the entrance examination to join the course. It is not unusual to witness candidates opting to do other PG courses when they do not get seats in social work and wait till they obtain a seat in MSW course.

12-13. Almost all professionals (96.15%) emphasize that MSW is their most cherished programme and they advise the wards of their friends/relatives to pursue MSW course, but only in specified schools. The brand image of the school goes well with the quality of education it offers. Needless to mention that some schools are maintaining high standards in providing quality social work education and such schools are more successful on placement of students.

14. Most of the social work professionals (59.62%) say that a common professional identity is missing among all professionals irrespective of their field of practice/interest. Instead of identifying themselves as social workers, the professionals prefer to call themselves as HR/IR professionals, Medical Social Workers, Psychiatric Social Workers, NGO functionaries, counsellors, etc. In turn, the professional associations also function in a similar manner. This division of trained persons according to their field practice/title of the jobs that they hold may help in the development/promotion of that specific area/stream of social work, but does not in any way promote to a greater extent, the oneness and unity among all the professionals.

15. While most of the respondents (90.38%) want professional status to social work, a few say that one has to be honest and remain committed to the profession whether statutory status is accorded or not.

16. Many professionals are optimistic about the future of social work. They are confident that in due course of time, a clear professional identity would emerge (73.08%), public recognition would be clear (65.38%), and professionalization would happen (71.15%). The only solution some have offered to actualize optimism is to pay greater attention to the quality of education, and keep maintaining the highest standards in every sphere of practice.

17. Senior professionals expect a pro-active approach from students and advise them to imbibe the positive aspects of the profession and acquire competencies that are needed to call themselves proud social work trainees. They need to be loyal/ committed to the profession (98.08%), acquire good communication skills (96.15%), show willingness to take up challenging responsibilities (96.15%), show willingness to develop good interpersonal relations (96.15%), learn good behaviour (98.08%), and display pleasant manners (98.08%). The other expectations are: - a) students should be well versed with subject knowledge, and computer literacy; b) they should be well prepared to present themselves in the job market; and c) they should be hardworking and socially responsible.

Conclusion: All senior social work professionals have fond memories of their student days and the academic exposure that they have had. In case of practitioners, all still have marked association with social work education. Social work educators have pro-active approach to the development of social work as a profession with better placement opportunities for students of social work.

The professionals are of the view that every component of social work education – theory, field work practicum and research project – needs to be improved so as to make it more relevant to social reality. The objective of social work education is not acquiring information by memorizing the concepts, but it should include positive thinking and expression of feeling and doing good to people.

Proceedings of Seminar Presentation on the Research Project Entitled: 'A Study of Current Status of Social Work Education in Karnataka', held on 25 March 2019, at Karnataka State Akkamahadevi Women's University, Vijayapura

Introduction

A one-day seminar was on the research project entitled **"A Study of Current Status of Social Work Education in Karnataka**" carried out by **Dr.TBBSV Ramanaiah,** UGC Emeritus Fellow & Professor (Rtd.), Department of Studies in Social Work, University of Mysore, Mysuru, conducted in **Karnataka State Akkamahadevi Women's University, Vijayapura.**

An open invitation was extended to all stakeholders including faculty members of social work, agency field work supervisors from various organisations, and students of social work, to participate in the seminar and provide healthy feedback. The participants include: three Heads/Chairpersons of schools of social work, 12 faculty members, 15 agency field work supervisors, and 65 MSW students. Prof.S.A.Khazi, Chairman, Department of Social Work welcomed the guests and the participants on the occasion.

In his introductory remarks, Dr. TBBSV Ramanaiah gave an overview of social work education in India in general, and Karnataka in particular. He covered many aspects outlining the progression of social work education in Indian context. He narrated with suitable illustrations varied perspectives of quality of social work education and practice. In his address, he mentioned that the present status of social work education is not moving towards the expected standard. He emphasised on the sustainability of the course in the universities and colleges.

Dr. Ramanaiah highlighted the following:

1. Outlook of social work education in India in general, and Karnataka in particular, with some logistical and statistical information
2. Importance and need of present study

3. Detailed information on research methodology adopted in carrying out the study
4. Highlights of the opinions and findings drawn from the study respondents collected through administration of different tools of data collection. These include, data obtained from the schools of social work, faculty members, agency field work supervisors, second year MSW students, and senior social work professionals, along with specific observations.

Finally, Dr. Ramanaiah specified that all the stakeholders of the course need to think and react positively in order to improve the quality and standard of social work education. The day-long deliberations centred on the presentation made by Dr. Ramanaiah and discussion took place thereafter. The issues discussed and recommendations proposed are summarised below:

1) Admission to MSW course

A uniform admission process needs to be followed at least at the state level. This would enable the students feel oneness and promote their free movement to pursue the course in any university of their choice within the state. Further, admission must be made open to all graduates and the process must be essentially through entrance examination.

2) Medium of Instruction

All faculty members must teach social work subjects only in English, but permit students to write the examinations in Kannada, if they so desire.

3) Field Work Practicum

A uniform field work policy is to be introduced in the social work curriculum. This includes objectives, content, code of conduct, dress code, duration, and method of monitoring and evaluation of field work programme. A manual has to be brought out so as to enable every stakeholder understand the importance and specific methodology of carrying out field work components. Further, uniformity in the quality of field work at the state level should be

maintained. Planning, monitoring and evaluation of field work programme need to be objective providing for optimum learning opportunities.

Attention should be paid to the conduct of periodical meetings between agency field work supervisor, faculty field work supervisor, and students, so as to plan, monitor and evaluate the field work programme. The students are to be given freedom to select agencies of their choice, especially during the second year MSW course. This would help the students make plans for their bright future and also to voluntarily make efforts to develop the needed competencies to fulfil their expectations.

4) Workload of Teachers

The work of faculty members mainly comprise classroom teaching, field work guidance, and supervision of research projects/dissertations. The calculation of workload for field work guidance and supervision of research project/dissertation pose certain inconveniences. To overcome that, it is suggested that three hours of field work guidance to each student per week is to be taken as the workload in a week. This includes conduct of **individual conference** and g**roup conference**, visits to the field work agency to monitor field work programme of students, detailed review of field work programme, including pursuing field work records, make written comments, and propose future course of activities. Similarly, the faculty member's work includes supervision of research projects/dissertations. All students need to be directed to start research work from the beginning of the third semester and review the work on weekly basis till the students submit the research project at the end of fourth semester. A workload of three hours (on an average) per week per candidate needs to be considered.

The deliberations came to an end with the vote of thanks proposed by Dr. Gangadhar B. Sonar, Associate Professor, Department of Social Work, Karnataka State Akka Mahadevi Women's University, Vijayapura.

Proceedings of Seminar Presentation on the Research Project entitled 'A Study of Current Status of Social Work Education in Karnataka', held on Friday, 04 April 2019, at Pooja Bhagavath Memorial Mahajana Education Centre, Mysuru

Introduction

A one-day seminar was on the observations and findings arrived at in the research project entitled **A Study of Current Status of Social Work Education in Karnataka,** carried out by **Dr. TBBSV Ramanaiah,** UGC Emeritus Fellow & Professor (Rtd.), Department of Studies in Social Work, University of Mysore, Mysuru, conducted in **Pooja Bhagavath Memorial Mahajana Education Centre**, Mysuru on 4-4-2019.

An open invitation was extended to all stakeholders including faculty members of social work, agency field work supervisors from various organisations, and students of social work, to participate in the seminar and to provide healthy constructive feedback. As many as 15 faculty members, 10 agency field work supervisors, and 25 students of second year MSW course participated in the deliberations. Dr. Suman K Murthy, Head, Postgraduate Department of Studies in Social Work, **Pooja Bhagavath Memorial Mahajana Education Centre**, Mysuru, welcomed the guests and the participants on the occasion.

Dr. Ramanaiah highlighted the following:

1. A brief introduction to social work education in India in general, and Karnataka in particular.
2. Importance of undertaking a study of this magnitude in terms of covering the number of schools in the State.
3. Detailed description of methodology adopted in carrying out the study.
4. Observations made and findings obtained through administration of different tools of data collection. These include, data obtained from the Chairpersons/Heads of schools of social work, faculty members, agency field work supervisors, second year MSW students, and senior social work professionals.

Dr. TBBSV Ramanaiah, UGC Emeritus Fellow & Retd., Professor and the Resource Person of the programme started his session by giving an overview of social work in general, and social work education in particular. He stressed much on the quality and standard of social work education prescribed by the UGC/NAAC, retrospective and prospective status of social work education in India and Karnataka, and present realities and responses, etc. In this connection, he emphasized on the content by giving suitable examples and illustrations which made the participants to think in positive direction.

With regard to field work training, the role of agency field work supervisors was discussed as one of the important stakeholders where the students are fine-tuned through practical exposure. Since field work training is the backbone of social work, contributions of the practitioners play vital role in delivering social work practice in an effective manner. During his talk, he briefly explained on the issues and concerns of professionalization of social work in Indian context. The day-long deliberations centred around many academic issues of social work. The conclusions arrived at on each of the important points are stated below:

A. Admission Procedures to MSW course:

The members discussed the eligibility criteria for admission to MSW course and felt that the admission for MSW should be made open to all graduates. A uniform eligibility criteria in all the schools of social work in Karnataka needs to be followed in this regard.

B. Designing of Uniform Field Work Training Guidelines

The participants are of the same opinion with regard to the preparation of uniform field work training guidelines through social work practicum manual. They feel that the manual should be designed in such a way that all aspects are to be covered and implemented in the same manner in all schools of social work. This includes, placement of students in agencies, monitoring their field work performance, evaluation of field work programme, and coordination between agency supervisor and the school of social work. Further, code of

conduct in field work practicum should be given the top priority for both the students and faculty members. Apart from this, the members also expressed that prescribing uniform for the students is a must when they go for concurrent field work practicum.

C. Uniform Curriculum

The participants emphasised the need for arriving at a uniform curriculum at the state level with some minor changes according to the local requirements. The UGC model curriculum is to be made mandatory for reference and for developing the curriculum. Further, standards prepared by NAAC are to be followed for improving the quality of social work education. This would facilitate the movement of students from one region to another region within the State without any disruption in the quality of the course which they are pursuing.

D. Faculty Workload in Relation to Field Work Guidance and Research Supervision

It was widely discussed on the faculty workload for field work guidance of students. The workload should be calculated as ***three hours per student per week in all semesters,*** which is equal to one and half hours of classroom teaching. This calculation would objectively justify the faculty workload. The work of faculty includes: individual conference, group conference, agency visits, monitoring of field work performance, and reporting and feedback thereafter. With regard to guidance and supervision of project report (dissertation/research project/major Project), the same yardstick should be followed for calculation of workload. Students need to be motivated to commence their research work from the beginning of the third semester with definite time frame so as to submit the report within the prescribed time line in the fourth semester. The above two suggestions would definitely pave way for improving quality of field work of students and research work undertaken.

E. Enhancement of Knowledge and Skills

To meet the present requirements of the job market in the various areas of social work, students need to develop requisite skills and competencies. In this connection, students

need to be trained properly with regard to communication skills and personality development. In turn, this will enhance their knowledge in sharpening themselves at all levels.

F. Submission of Confidential Report of Students' Performance

After completion of field work training in every semester, the agency field work supervisor should be requested to fill evaluation forms of students and send the same to the schools of social work in order to assess the practical knowledge level of students.

The seminar came to an end with a vote of thanks proposed by Dr. TBBSV Ramanaiah.

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CHAPTER VI

CONCLUSION

Introduction

Social Work, as an academic course in true sense, made a beginning in 1936 with the inception of Sir Dorabji Tata Graduate School of Social Work in Bombay. This was the only school of social work education for over ten years, and the next school was established in 1948. The growth of schools of social work in terms of numbers was very slow for many years. Much impetus was given to the establishment of schools of social work due to legal provisions in the appointment of welfare officers as specified in the Factories Act, 1948; inclusion of social welfare as a subject in the First Five Year Plan; and creation of Central Social Welfare Board in 1953. Further, the growth of NGO sector for promotion of well-being of people, and prominence given by corporate sector to welfare of people, had promoted the establishment of more number of institutions of social work education. In the preceding one decade, it was observed that the number of schools of social work has increased in leaps and bounds.

In Karnataka, the number of schools of social work has exceeded 100. The present investigation is centred around understanding the status of social work education in Karnataka. It is proposed to find answers to the following questions:

1. What is the structure and functioning of schools of social work, including infrastructure and components of social work education (courses, field work and research) and manpower to conduct MSW programme?
2. What is the present status of social work education from the point of view of students, faculty members, and agency field work supervisors?
3. What are the insights and impressions of senior social work professionals with regard to the present status of social work education?

4. What are the strengths and weaknesses of social work education according to stakeholders?
5. What measures are to be adopted to make it more reality-oriented and to achieve the goals of social work education?

RESEARCH METHODOLOGY

The investigation is aimed at understanding the prevailing conditions of social work education at MSW level in different schools of social work across Karnataka. It has four specific objectives:

a. To obtain baseline information about schools of social work and components of social work curriculum in terms of courses, field work practicum and research projects.

b. To know the views/perceptions of faculty members, students of social work, and agency field work supervisors with regard to the academic aspects of social work education.

c. To know the insights and impressions of senior social work professionals about social work education in present time.

d. To offer practical suggestions, on the basis of the observations made, so as to make social work education a cherished profession.

The study is confined to 49 schools of social work spread over 12 universities in Karnataka. The subjects include the schools, represented by the Heads/Chairpersons, faculty members, final year MSW students, agency field work supervisors, and senior social work professionals. Different questionnaires are prepared, pre-tested and each is administered on the subjects for whom it is intended. The researcher has visited all the schools of social work

and sought their cooperation in the conduct of research investigation. The results obtained are being presented under the following heads:

a) Observations (including hard facts obtained from different sources)
b) Results obtained by administering a questionnaire on the Chairpersons/heads of schools of social work
c) Findings obtained by administering a questionnaire on faculty members in social work
d) Results obtained by administering a questionnaire on final year MSW students
e) Results obtained by administering a questionnaire on agency field work supervisors
f) Results obtained by administering a questionnaire on senior social work professionals

RESULTS IN BRIEF

The highlights of the results are summarised below:

Observations:

The researcher visited 49 schools of social work spread over the jurisdiction of 12 state universities. The observations reveal certain salient issues which are given below:

The **hard realities** are:

1) Establishment of more number of schools of social work with no regard for need-assessment and with less regard for adequate qualified manpower.
2) More importance is accorded to the establishment of post-graduate programmes in social work rather than towards paying attention to undergraduate programmes.
3) A gradual decline in the intake of students in terms of real numbers in schools.
4) A remarkable and increased number of young professionals aspiring for teaching positions in social work. Added to this, more number of young persons have got through NET/SLET and even completed Ph.D. degrees but fail to obtain even guest

faculty positions in social work. Decline in the intake of students in schools of social work has added to the problems of young unemployed but qualified persons.

5) Faculty: Students ratio is of unhealthy proportion in many schools of social work.
6) Variation in curriculum and provisions governing admission to MSW course among the state universities.

The other observations include the following salient features:

a) The number of schools of social work, offering PG course, is more than the schools offering BSW course. Even many teachers appointed for BSW course teach the post graduates in social work due to the decreasing demand of BSW course.
b) A gradual decline in the intake is observed in most of the schools of social work. This is more so in schools managed by private managements.
c) The number of faculty members on roll in the schools of social work has not reached the standard prescribed. It is much below the required number. Schools are functioning with either inadequate number of permanent faculty members or temporary/guest faculty members.
d) Many schools are ill-equipped in terms of manpower, infrastructure, and especially of library facilities.
e) Many faculty members, including guest faculty members, show greater interest in research and have attended conferences, seminars at national level and have publication in journals and in edited books. However, the distinctive features of these publications need to be highlighted and their impact be made explicit.

There are many students who endorse the view that it is the quality of education that matters the most rather than just receiving degrees. Students prefer schools that have the standards in terms of manpower, infrastructure, and reputation in society, pro-active in

promoting innovations and creativity, and the promising past record of students' professional achievements.

1. **Schools of Social Work**

The data obtained from Chairpersons/Heads of 24 schools of social work are:

1) Basic infrastructure is available in most schools of social work.
2) All schools provide adequate information about the course either in the form of prospectus or through other means to all prospective candidates so as to enable them to take informed decision to enrol or not in the institution.
3) It is common to observe written assignment and class presentation as integral components of MSW course. Programmes on life skills education, and professional advancement are less often organized in the schools.
4) All faculty members are post-graduates in social work and they teach basic social work subjects including methods of social work. The lectures are generally interactive in nature and are followed by discussion.
5) Lectures, group discussions, preparation of assignments, and seminar presentations are the mostly commonly used methods of teaching-learning.
6) As many as 14 out of 24 schools studied prepared guidelines/manual on field work practicum so as to distribute the same to all essential stakeholders.
7) The most essential learning opportunities under field work practicum including orientation visits, concurrent practice learning, rural/tribal camp, and block placement are being noticed in all schools of social work.
8) Students of III and IV semester MSW course at least to some extent are permitted to select agencies of their choice for concurrent practice learning, rural/tribal camp and block placement, keeping in mind their professional growth, and the objectives of the particular learning-opportunity (component) of field work practicum.

9) All schools follow uniform criteria in selecting field work agencies for concurrent field work practicum and block placement.

   The role of faculty field work supervisor remains the same in almost all schools of social work in terms of conducting individual conference, group conference, **and** examining written field work records and to make appropriate comments.

10) Most of the schools (22/24) have prepared guidelines for undertaking research project and given it to all students before commencing research project work.

11) The faculty members of all schools of social work perform the tasks of classroom teaching, field work supervision, participation and organization of academic events like seminars/conferences/workshops/symposia. Further, the faculty members take up administrative work, where such work is assigned.

12) Alumni association has been formed in 20 of 24 schools of social work. The functioning of associations in 17 schools is good in terms of contribution to professional growth, students' placement, and field work placement.

13) All schools of social work encourage faculty members to contribute their research work to journals of professional associations.

2. Faculty Members

The results obtained on the questionnaire administered on 115 faculty members are given below:

1) According to 106 (92.17%) faculty members, the process adopted for admission of candidates to MSW course is clear and transparent too.

2) The faculty members are very reasonable in suggesting the desirable ratio of faculty: students keeping in view the standards to be maintained. Majority (59/115 or 51.31%) opined that the ratio must be 1:10.

3) On the basis of close professional acquaintance with students, as many as 102 (88.70%) faculty members are of the firm opinion that students are aware of the fact that social work is a different academic programme compared with many other conventional courses. As it is closely linked to field work, studies in social work would be challenging.
4) Faculty members of schools of social work, numbering 109 (94.78%), claim the environment prevailing on the campuses is student-friendly and development oriented.
5) The quality of supportive services provided to students indicates that the service of scholarship is the best, and healthcare service is the least, in terms of actual provision. Faculty members have stressed the need for enhancing the quality of services.
6) While 96 (83.48%) have endorsed that proper provisions have been followed in the recruitment of faculty positions. Nineteen faculty members had accepted the fact that faculty members are appointed with less concern for qualification. These schools are mostly run by private management, and the teachers are working on temporary basis.
7) The faculty members are of the opinion that the schools are well equipped with adequate number of teaching professionals. This includes guest faculty members and others working on clock hour basis.
8) The faculty members spend much of their work life related to teaching, field work supervision and office/administrative work. Undertaking research work and participating in academic and extension activities are not found frequently.
9) The system, being followed in the schools, is a participatory one in taking collective decisions related to academic matters.

10) Schools in general maintain good relations with other schools of social work. Exchange of professional knowledge and experiences has been commonly observed among the schools of social work.

11) As teachers of social work, everyone is expected to teach the basic subjects of social work, which include the methods of social work, and history and ideology of social work. As many as 114 (99.13%) teachers are believed to teach the basic subjects of social work.

12) According to a good number of faculty members, their interpersonal relations with the students are cordial and the students exhibit keen interest both in academic and field work activities. But the interest in research, use of library services, preparation and willingness to represent the profession after the completion of the course, and acquisition of competencies, are found to carry the least priority.

13) In all universities, dissertation/research project is a compulsory component of social work education. Generally, every student is being guided by a faculty member. On the basis of long years of experience in guiding students, many teachers admit that students experience inconveniences in adopting scientific process.

14) A good number of faculty members had mentioned that the research work undertaken by them has positive impact in terms of providing effective teaching and guidance, clarification of concepts, initiation of new intervention, initiation of further investigation, and change of policies and programmes at different levels. On the whole, the research work of teachers has impacted students positively.

15) While not many (50/115) have participated actively in organising academic programmes at international level, many (98/115 or 85.22%) have taken the lead in organising similar programmes at regional/national levels.

16) Almost all faculty members have admitted that their schools take suitable initiatives in preparing standards for field work education. But documentation of the same is not found in most of the schools.

17) All faculty members are unanimous in accepting their responsibility of enabling students to complete successfully both the tasks and learning exercises assigned by the school and field work agencies.

18) All faculty members, excepting only two, have stated that they spend specific time for Individual Conference (IC), which are conducted on a specified day in a week. The duration of such conferences depends on the learning needs of trainees.

The teachers are of the view that qualified and experienced persons would be a good choice to serve as faculty supervisors. Such supervisors periodically provide needed feedback to students through field work record, and through IC.

3. Final Year MSW Students

A total of 1033 final year MSW students, spread over 49 schools of social work of twelve state universities of Karnataka, have been administered a pre-tested questionnaire to collect their views on social work education, their experience as students, their exposure to field work practicum as trainees, and their understanding of research project as a part of MSW curriculum. The highlights of the findings obtained are provided below:

1) Almost an equal representation of male and female students is found. Male students constitute 50.63% and female students 49.37%.

2) Of the total 1033 students, SC, ST and OBC constitute 27.98%, 10.26% and 42.98% respectively.

3) Teachers/relatives/friends are the main source of information and inspiration for the students to join the course. Many have already decided to join the course when they were doing graduation.

4) For a considerable number of students, opting for MSW course is either the only choice (22.07%) or the first choice (54.79%).

5) With regard to the occupational preference of students after completion of the course, 35.91% want to be social workers, 33.88% want to be officers in government service, and 8.62% want to be college lecturers. Even the second preference of students reflects the same trend, and the option is of the same order.

6) With regard to the students' area of special interest/choice in MSW course, the order is of Labour Welfare/Personnel Management/Industrial Relations/Human Resource Development (47.34%), Urban Community Development/Rural Community Development/Tribal Welfare (17.13%) and Medical & Psychiatric Social Work (16.07%).

7) Most of the students (61.86%) prefer Kannada (a greater part of class) to be the medium of instruction at MSW level.

8) A majority of students are happy with internal assessment (72.89%), theory examination (77.93%), and field work programme (77.44%).

9) A good number of students (450/1033 or 43.56%) want to opt for the field of Labour Welfare/Personnel Management/Industrial Relations/HRD followed by Medical and Psychiatric Social Work (141/1033 or 13.65%) as their choice of professional life.

10) The preference of place where the students opt to work after completion of course indicates rural areas (48.59%), followed by urban areas (44.34%) and tribal areas (7.07%).

11) A good number of students aspire for **a)** government jobs (75.89%) as far as type of sector is concerned, **b)** administrative work (51.11%) as far as type of work is concerned c**)** job security (20.43%) and salary (18.30%) as far as priority issues are concerned.

A good number of students are happy and contented with academic programmes which include mainly course work, field work and dissertation. They even look upon themselves as responsible and disciplined students. Almost all students are proud of calling themselves as social workers. Frequent use of mobile phones, even in academic programmes, dependence on notes prepared by other students/others, and preference for classes in the vernacular language are issues to be discussed in the academic fora.

4. Agency Field Work Supervisors

A sample of 78 agency field work supervisors were administered a pre-tested questionnaire to understand their perception and reaction to field work component of social work education, the performance of students of social work in field work, and the extent of coordination available with the schools of social work. The results indicate the following points:

Agency field work supervisors have endorsed high value of field work as an integral part of social work education. They understood well the process of field work placement of students, and have properly acknowledged the functions of both agency field work supervisor and faculty field work supervisor. However, a considerable number of supervisors (29 or 37.18%) consider the field work training received by the students, is not adequate enough to call them social work professionals by the time they complete the course work.

According to a good number of supervisors, students failed to comply with the timings prescribed for field work. Many supervisors (46 or 58.97%) are not informed about the details of the field work in the form of a manual or a detailed note on the guidelines of field work. As many as 31 (39.74%) supervisors mention that the students are not able to assimilate theory with practice. Many agency field work supervisors (55.13%) feel that faculty members do not liaison with agencies as frequently as expected to improve the quality of field work experience of students. According to 47 (60.26%) agency field work

supervisors, no meetings take place among the students, agency field supervisor, and faculty field work supervisor, to review the progress and to plan future action.

The overall assessment of the performance of students indicates that the field work exposure is either satisfactory or even beyond that level. But the situation needs to be improved to greater heights. The agency field work supervisors have given **ten** important suggestions of which the following four are unanimous in nature:

a) Selection of an agency for field work should be such that it provides quality field work exposure
b) Preparation of a field work manual to serve as a guide or a reference document for all stakeholders
c) An orientation on code of ethics to all students before the placement
d) Preparation of an evaluation format for the use of supervisors in assessing the performance of students and the effectiveness of field work

5. Senior Social Work Professionals

The perceptions/views of senior professionals in social work on issues concerned with social work education were elicited. A sample of 52 professionals with long years of experience in serving as educators or practitioners were administered a pre-tested questionnaire to know their insights and impressions about some of the issues concerned with social work education in the present times, on the basis of their acquaintance with social work education in one or the other capacity. This is intended for enhancing the quality of social work education, and to prepare social work trainees to become capable of undertaking independent practice after completion of the course. Out of 52 professionals, 47 are male and the rest are female. A majority (61.54%) has specialization / interest in Personnel Management & Industrial Relations.

The highlights of the observations of the study indicate the following:

a) According to 36.54% of respondents, admission to MSW course must be open to all graduates including those from medicine and engineering background. On the contrary, another 36.54% of respondents indicated that admission be made open to all graduates excluding those from medicine and engineering background.
b) A good number (16/52 or 30.77%) have opined that performance in the UG examination and entrance examination, and performance in personal interview are to be taken as the criteria for admission to MSW programme. Only 26.92% mention that both performance in the UG examination and entrance examination are to be taken as base criteria for admission to MSW programme.
c) Existing system of two-year duration programme is good enough to be continued in future too (94.23%).
d) The ideal ratio of faculty: students is 1:15 according to 17 (32.69%) respondents and 1:10 according to 18 (34.62%) respondents.
e) Structure and content of the curriculum (courses, field work practicum and research projects) needs to be improved to suit the present requirements.
f) Students need to be prepared to take up the role of a professional by improving their level of aptitude to social work.
g) Intake of students for admission to MSW course need to be regulated (76.92%).

Further, the observations made include:

a) All senior professionals excepting one do not regret for having studied MSW course.
b) Almost all senior social work professionals (96.15%) are ready to recommend to children of their friends/colleagues to pursue MSW course, but they wanted such admission only in select schools which have the requisite infrastructure, manpower and reputation.

c) Senior social work professionals are of the impression that social workers of varied fields of interest do not share a common professional identity. They identify themselves with their field of special interest/specialization of the course studied (59.62%) rather than with social work.

d) Many (90.38%) want professional status to social work.

e) Optimism with regard to the future of social work prevails to such an extent that the professionals feel that social work in the days to come will have a clear professional identity (73.08%), public recognition (65.38%), and professionalization (71.15%).

f) Almost all senior social work professionals believe that students need to develop commitment to social work, acquire good communication skills, demonstrate willingness to take up challenging responsibilities, develop good interpersonal relations, learn good behaviour and to display pleasant manners.

The senior professionals are optimistic about the future of social work. They are also confident that quality education paves way for preparing the best pool of talented social workers.

Proceedings of Seminars, held at Vijayapura and Mysuru

The deliberations of one-day seminar held at Karnataka State Akkamahadevi Women's University, Vijayapura, on 25th March, 2019, and also at Pooja Bhagavat Memorial Mahajana Education Centre, Mysuru, on 4th April, 2019, reveal certain common issues of concern which are indicated below:

a) Admissions to MSW course should be open to all graduates and not restricted to graduate candidates from select courses. This is on par with what is being followed in many schools, including the leading ones.

b) Uniformity of MSW curriculum, especially of field work component, is desirable so as to enable all students feel one as far as their exposure to the structure of course content is concerned. This is also likely to provide a healthy competition among the schools, and all can equally compete in providing higher levels of quality training to students.

c) It is important to prepare a field work manual in every school keeping in view the requirements of essential stakeholders' viz., the trainees (students), faculty members, agency field work supervisors, and the profession itself.

d) It is vital to consider field work supervision and guidance of dissertation as prime aspects in the prescribed workload of faculty members. As far as field work guiding is concerned, a three-hour workload (to be taken on an average) per candidate per week, throughout the academic year, is to be considered for performing tasks like placement, monitoring and evaluation of field work. This is to be considered for all learning opportunities of field work practicum. The duration of three-hour period per week is to be counted as one-and-a half hour of teaching work as far as workload is concerned. The same principle is to be followed for calculating the workload on guiding of research project. But the workload is to be counted only for the second year MSW course, and active guiding of research project is to be started from the beginning of second year MSW course.

e) Development of students' competencies needs to be given priority in social work education. The training at every level needs to be focused on skill acquisition and personality development of the students.

Faculty members, students of social work, agency field work supervisors have actively participated in the deliberations of seminars, held at Vijayapura and Mysuru. The

deliberations centred on the outcome of research study made by the researcher and the presentation made by him.

SUGGESTIONS FOR IMPROVING QUALITY OF SOCIAL WORK EDUCATION

The growth of schools of social work in India over the past eight decades reflects an increase in the number of the schools across India and a high concentration in south of India. The uniqueness of social work education in Karnataka is that post-graduate programme is being offered in all state universities. In addition, many government first grade colleges have initiated MSW programme. Equally, many private educational institutions have evinced keen interest in initiating MSW programme. The growth of schools of social work in absolute numbers is unprecedented. The exact number of the schools is not precisely known, but its number is more than 100. The schools must aim at high quality education with the requisite competencies and better placement avenues for students. This calls for a periodical review of the quality of social work education on certain well established parameters.

A landmark in the history of social work education in India is that of celebration of four decades of social work education in India. Nair (1981**a**), in his introductory note on the proceedings of the National Seminar on 'Four Decades of Social Work Practice and Social Work Education in India', held at Madras School of Social Work, in August,1977, has raised certain points which are relevant even today after completion of four more decades of social work education in India. They are;

1) Should social work education continue to expand at MSW level?
2) Do we need generalists to work in different settings or do we require specialists?

Further, Nair (1981**a**), mentioned that the weakness of social work education at MSW level lies in the absence of a strong undergraduate base. This has led to teaching of beginning skills when the professional education at this level should have been at the advanced phase.

The author has raised a pertinent question - Is social work profession in search of an identity of its own? The participants of the seminar went one step further and viewed that no new master's degree programme in social work should be affiliated without a bachelor's degree course in social work. Today's observations endorse the view that social work education at bachelor's level need to be strengthened. Further, the identity of social work is not clear in the eyes of general public, and social work has not achieved the right place that it deserves. Gore (1981) has mentioned that the identity of the profession depends on the response we provide for two questions - 1) what are the special skills that we possess and are being provided by the profession? 2) What are the client groups whose problems are sought to be addressed by the social workers?

It is appropriate to mention here the importance of courses and field work in social work curriculum. A combination of both theoretical and practical learning is required to prepare a student a professional social worker, and such learning should take place in the classroom and through field work experience. It is through field work exposure that students can transform themselves from receivers into producers of professional knowledge, values and skills. But this transformation is gradual and will not happen overnight (Papouli, 2014). The present investigation is undertaken to assess the status of social work education at master's level with reference to Karnataka.

On the basis of the observations made and findings obtained from key stakeholders viz., Schools of Social Work, faculty members, students, agency field work supervisors, and senior social work professionals (both educators and practitioners) **and** the outcome of seminars held at Vijayapura and Mysuru, the following recommendations are proposed:

School of Social Work – Basic Paraphernalia

Every school should follow the standards in offering high quality social work education. Schools which cannot maintain the standards should cease to exist. This would pave way for promoting those schools that adhere to the prescribed standards.

Every school must have.....

a) Required number of qualified faculty members in the faculty-student ratio of 1:15. Under no circumstances should a person without prescribed qualification should be appointed.
b) Adequate infrastructure for students and staff.
c) Well-equipped library as a source of knowledge and information to all stakeholders especially to students and faculty members. To meet advancement in science and technology, students must be equipped with necessary facilities like computers and internet.
d) A student-friendly environment
e) Hostel accommodation for students
f) Scholarships and other welfare provisions for students
g) Prevention of discrimination and other violations of human rights

It is suggested that every school must enhance its strengths in terms of academics, student-friendly environment, good track record of protection of rights, skill development, and placement opportunities so as to enable the prospective students to take informed decision to join the course. Suppose a school is well equipped with the best talent on the faculty and has pro-active environment, the prospective student is likely to be more inclined to join the school.

Need Assessment to Establish a School

The number of schools of social work in Karnataka has reached the highest point. The principle adopted is of demand and supply. As the course is proved attractive, the number is increasing by leaps and bounds with less regard for standards. In many places, schools are established without making any need-assessment. The result is uncontrolled growth in terms of numbers with associated dilution in the quality of education. This is applicable to all categories of schools.

The recommendation is to establish a school only after making preliminary assessment of need of the course in the proposed locality, and feasibility of initiation of the course on the basis of resources available within reach. The assessment must be tough in the best interests of the profession and in providing quality education. The universities must desist from according affiliation to these schools which lack needed quality in terms of faculty, infrastructure, and need for course in the geographical area where the school is proposed to be initiated.

Admission to MSW Course – Eligibility Criteria

Admission to MSW course must be made open to all graduates who have aptitude in social work rather than limiting to candidates with a particular background. An entrance test or admission test is to be conducted to find out the candidates' awareness about and attitude towards social issues, and motivation and aptitude for career in social work. Adequate representation must be ensured for women candidates to take up the profession. An admission committee must be constituted to oversee and monitor the whole process. The purpose of this exercise is to identify and select a right candidate to take up the professional career.

The criteria for admission to MSW course are not uniform in all the universities of state. This would give an indication to the general public that there is no uniformity and no

commonality among the state universities, though all are under the direct control of the State Government policies and guidelines of University Grants Commission (UGC). Generally, people are not clear about such questions as who constitute professional social workers and what should be their educational background? There are social work educators who still believe (though not correctly) that social work is a branch of social science, and there are many who believe that social work is a different academic programme. It is not a branch of any science and hence, admission to the course be made open to all graduates.

The leading schools in India follow the provision of making any graduate eligible to study MSW course. Uniformity at the state level will help students to adopt informed choice to choose any university or to move from one university to another without any hurdle in pursuing the course.

Prospectus (guidelines) of MSW Course

Every school has to prepare a prospectus that contains details pertaining to the admission criteria and procedure, academic background of faculty members on roll, infrastructure available, course content in brief, milestones and achievements of the school and prospects of the course in terms of placement of students and efforts of the school in this direction. Details of regulations and provisions of discipline are to be clearly mentioned in the prospectus. This would enable the candidate to take an informed decision to pursue the course or not. The prospectus needs to be updated every year and should contain only the facts in objective terms.

Language and Learning in Social Work

The practice of social work requires mastery over at least two languages viz., English and the local language. While English is required for learning the issues quickly and to

prepare the students to take up social work practice anywhere in the world and to perform certain activities. Equally, the knowledge of local language (Kannada with reference to Karnataka) is essential for learning when working with people. Most of the services that are being provided to people are through Kannada in Karnataka. For e.g. counselling, creating awareness, guidance, psychotherapy and its forms.

Learning in the classroom and performing in the field are the hallmarks of social work. Hence, proficiency at least in two languages is the key factor. Absence of working knowledge of local language will not help in understanding and practising social work. To achieve this, all students, irrespective of their academic background, need to be provided orientation on written and spoken English from day one of the course. Further, basics of communication skills in Kannada are also to be imparted to everyone. This is to be made compulsory to all so that students are well informed and convinced of the importance of both languages for learning the competencies and rendering the best services to people. Those students from other states are to be made to learn the local language voluntarily so that the purpose of learning in social work discipline becomes more vibrant. Such of those students who are poor in an academic discipline are to be identified and be given special coaching/remedial coaching, so that they reach the learning stage of others in a short span of time. This programme has to be done continuously.

Medium of Instruction

The medium of instruction at PG level is only English except for the subjects related to languages. The same principle is applicable to MSW course also. However, field work has to be carried out in the vernacular language. Students are to be advised and encouraged to write the field records in English only and such records must be compulsorily in handwritten form only. While the prominently endorsed dictum in social work is that learning is through

English and doing is through the local language, such of those students who hail from other states/countries need to learn the local language as early as possible so that they understand the practical aspects of the profession in the right perspective and interaction with the local people become easy. Learning a new language is always an asset and somewhere it will be of use to the person. Mastery over languages is essential for every student of social work. Teachers should be discouraged if they use only the vernacular language in the classroom and in all higher levels of academic discussions. Integration of students of different states/regions in India and also students of other countries, with the local conditions, is possible by respecting language and culture.

Teaching-Learning Methodology

A sound methodology of teaching-learning is to be evolved so as to reach the students in the class and facilitate their learning process. Murli Desai (2002) has aptly mentioned that a sound methodology of social work education is as important in the learning process as that of sound methodology in social work practice to problem-solving process. The function of social work educator is more of a facilitator of learning rather than a mere transmitter of knowledge. The author, further, suggests various methodologies to achieve a sound teacher-learning process. They include: classroom lectures with healthy discussion, inviting guest speakers (including practitioners) to interact with the students and faculty, experiential exercises and discussion, workshops, role plays, case studies and discussions, small group discussions, group assignments and presentations using audio-visual aids.

Dissertation/Research Project

Dissertation/Research Project has been a part of curriculum of social work since its initial stages. It is offered as an optional component in some schools of social work of a few

states and a compulsory component in most of the Schools of Social Work. A theory paper on ***Social Work Research and Statistics*** is offered in second semester and a dissertation/research project is to be submitted in the fourth semester. The candidates have to appear for viva-voce examination on the research project thereafter. (Some schools do not have viva-voce examination on dissertation/project report)

It has been observed that a part of theory on ***Social Work Research and Statistics*** paper is taught by a social work faculty member, and the second part (Statistics), is either taught by a faculty member of other discipline or not adequately taught by the faculty members of social work. There is a disconnect between research and statistics. Many faculty members express difficultly in helping students prepare for dissertation work.

Further, many faculty members have expressed difficulties in guiding the students' dissertation. The most common difficulty of student is to appreciate the relationship between research and practice. Many questions need to be answered before valid recommendations are made. The questions are:

1) How serious are the students in understanding the research project?

2) How much understanding the students have in linking theory with research?

3) What are the specific difficulties of faculty members in guiding and preparing the students for empirical work?

The merit of the dissertations, submitted by the students, is to be analysed. On the basis of the observations, the following options needs to be considered:

1) Making Dissertation/Research project an optional one to students and provide an alternate theory paper to study in lieu of dissertation. Further, offer a paper on ***Advanced Research Methodology*** for those who have opted for dissertation. This would enable the students to develop the right kind of aptitude for research. A theory paper on ***Social Work Research and Statistics*** is common to all and is offered in the

second semester. In a nutshell, it may be said that all students may not choose research projects. Those who opt for it would also study an advanced course in social work research and statistics. Those who do not opt for it, study an alternate theory course within the choice prescribed. A theory paper on ***Social Work Research and Statistics*** is common to all first year students and it is compulsory to all.

2) Making dissertation/research a compulsory component to all students, but introduce a provision for group projects with an option to recognise three - four persons as one group who would undertake research work collectively. But viva-voce examination on dissertation/research project is separate for each candidate. This would encourage collaborative work and quality of work is expected to be high.
3) The procedure that is being followed now should be continued. Every student is assigned a supervisor before the end of second semester, and further, every student is encouraged to get exposed to research in rural/tribal camp, summer placement or even in concurrent field work where such an activity is a part of field work. Exposed thus to similar experiences, students would be competent enough to complete the research project with much enthusiasm.

The paper on ***Social Work Research and Statistics*** is to be taught by a teacher belonging to social work fraternity. While teaching **Statistics,** care must be taken to ensure that all illustrations/statistical applications are related to the knowledge base of social work. Knowledge of computer application along with basics of SPSS should be given by the teacher concerned.

Field Work Practicum

Learning opportunities under field work practicum must be designed in such a way that students are well equipped in terms of competencies, and ready to serve independently as

social workers. The following recommendations are intended to help in the proper conduct of field work practicum from the perspective of every stakeholder of social work profession. They are:

a) To have uniformity in the concurrent field work in Schools of Social Work, the number of days of concurrent field work in an academic year (excluding observation visits) should not be less than fifty.
b) To make field work more meaningful, placement of students in agencies for concurrent field work, as far as possible, should be according to the aptitude of the students and requirements of the agency.
c) To make field work a comprehensive one, a printed field work record as well as diary have to be prescribed, and the students should not be allowed to write field work reports on loose sheets of paper and in the pattern not suggested by the faculty field work supervisor.
d) To avoid ambiguity and to make field work effective, content and guidelines of field work have to be prepared in consultation with agency field work supervisors.
e) To make field work more reality oriented and to consider the evaluation system more objectively, the agency supervisor has to be involved in the whole process of field work, including evaluation of the performance of the trainee, provided the agency supervisor is a post-graduate in Social Work, and having at least three years of professional experience.
f) For intensive field work exposure and to make block field work an avenue for job placement, the ideal duration is 45 days. It should be arranged after the theory examination. Longer duration of block placement would enable students to learn more the competencies required and the exposure may help students find placement in a setting of their choice. Selection of agencies should be left to the option of the trainees

as far as possible. Care must be taken to ascertain that services of a social work professional are available in the agency. The content of block field work should be flexible so as to meet the requirements of the agency.

g) To have distinct identity, a common dress code has to be prescribed to the students of social work. The dress code should be made mandatory in such a way that the students have to attend field work in the prescribed uniform only. This would promote oneness among students and enhance professional identity.

h) The school has to identify potential agencies for field work. On the basis of learning opportunities in the agency and the aptitude of the student, placement has to be made. Periodical monitoring of field work has to be done among all the three key players of field work practicum – faculty field work supervisor, agency field work supervisor and student to review the field work experience and plan for the future.

Recruitment of Faculty Members in First Grade Colleges

MSW programme is being conducted in university departments, government first grade colleges and private first grade colleges. Many schools do not have permanent teaching positions. Faculty members are recruited on temporary basis or on clock hour basis. Some schools, including university departments, have permanent positions ranging from Assistant Professor to Professor.

Temporary/guest faculty members may either have required qualification or at times, do not have it. While making appointments, qualification, knowledge and efficiency are to be considered as the pre-requisites and as per the statutory provisions. Every student has the right to get quality education and hence, only those candidates to be hired who can provide the best quality education as faculty members.

Functions of Faculty Members

The functions of faculty members are mainly three:

1) Teaching: This mainly includes classroom teaching. The faculty members must update their knowledge base and use varied methodology to reach the students. The use of audio-visual aids by the faculty members improves their efficiency. In addition, case studies, exposure visits, and interaction with practitioners would improve the quality of teaching-learning process.

2) Research: This primarily includes guiding students' research projects, guiding doctoral students, and the teachers' own research work. Research should be a passion for teachers and such empirical work must have social relevance and practical value.

3) Field Work Practicum: Supervision of students' field work practicum includes - planning, placement, monitoring, coordinating and evaluation. This should be the priority work of faculty members. A close collaboration with field work agency and frequent reviews with agency supervisor and students are main functions of faculty members. Involving the agency supervisor in the academic programmes is of importance to establish a sound relation with the agency.

Discipline

Discipline is important both on the campus and in field work. The school has to prepare written rules pertaining to discipline or code of conduct and make the same available to students at the beginning of the course. A student grievance redressal cell is to be started to attend to the genuine grievance of the students.

Evaluation

The examination process adopted in different schools of social work is found to be good. However, after perusing the question papers of the main examinations held in the recent past, it is of the considered opinion that a part of the question paper was meant for

testing the memory power of the candidates. This system needs to be changed and case studies for analysis, and questions yielding analytical thinking and creativity are to be given. Monotony in the pattern of framing the questions is to be avoided as far as possible. Every examination, especially viva-voce examination, must be a learning opportunity for both the candidate and the examiner. It is further suggested the viva-voce examination either on field work or on research project must be conducted in such a way that every student must feel that they have learnt new things and the viva-voce is held in an atmosphere of professional development.

Job Placement

The school must make efforts in providing job opportunities for the students. It needs to explore the jobs that can well be performed by social workers and lobby with government and other organisations for getting placements for the trained professionals. Campus recruitment is to be arranged through the placement cell and every effort is to be made to make it an annual event.

Alumni Association

A separate provision is to be made in the school of social work to establish alumni association on the campus duly equipped with all basic infrastructure. It serves the dual purpose of professional advancement of the person and the development of profession itself by enlarging new vistas of practice. Long association of alumnae of a particular school would promote professional connectivity between different batches of students. Such an association is a great asset to the school. The services of former students can be made use of in the form of assistance in curriculum review, field work practicum, and even placement of students.

They bring a lot of strength to the school and the students. The alumni are the essential and productive link between past glory and future aspirations.

The alumni need to meet periodically to discuss professional issues and help students and the school to grow on professional lines. However, clear specification has to be made with regard to the functions of association. Under no circumstances, the association should interfere in the routine activities of the school. Similarly, the school should not interfere in the day-to-day affairs of the association. A directory of the alumnae has to be prepared and it should be updated every year by adding the final year students on board.

Professional Association

Absence of a strong professional association which work as a mouth piece of social work and protects the interests of social work professionals at the state level is evident. The formation of such an association has been the desire of many right thinking social workers. A good professional association need not have a large number of members. It must have a vision, and aim at development of social work education and practice. The existing associations concentrate more on professional meeting, exchange of knowledge and sharing practical experience and innovation of practice models. This is good but not enough to make an association profession-friendly.

Professional associations need to be organised and work mainly for strengthening academic programme, creating avenues for young professionals, safeguarding the interests of professionals, and lobbying with the power in getting a well-deserved place for social work in every sphere of social planning and development.

Professional associations are not rivals among each other and collective efforts of all would offer a good place for social work. The problems of young professionals are more acute now. Many young professionals are either unemployed or underemployed. They need

to be served first in getting placement to lead a dignified life. Professional associations can take up the work of updating the competencies of unemployed social workers and prepare them to find satisfactory and dignified life in this competitive world. A strong professional association can also serve as a watchdog in maintaining standards in the Schools of Social Work.

It is good to understand that the scope of social work has widened over a period of time and global definition / global standards are applicable to all regions/countries in the world. Professional associations should take lead in safeguarding the interests of social workers, and in enhancing the status of social work.

Standards of Social Work Education

Four decades of professional social work education in India came to a close in 1977. On this occasion, a mega seminar was organised by the Association of Schools of Social Work. The proceedings and recommendations of the seminar on some of crucial issues with regard to the maintenance of standards of social work education are mentioned below (Nair, 1981 **b**):

1. Curricula**:** Three models of master's degree in Social Work were suggested. One of the three could be adopted by the Schools of Social Work depending upon their requirements.

Model 1: Generic social work course,

Model 2: Generic social work course with provision for electives or special papers as areas of special interest and practice.

Model 3: Full-fledged specialisation course devoting one full academic year for the particular field of specialisation.

2. Dissertation: The participants of the seminar differed on the issue of making dissertation compulsory at the post graduate level. However, there was agreement on some aspects. They

are: 1) Many project reports were not of reasonable standards and quality and 2) Research guiding increased heavily the workload of teachers.

These recommendations need to be discussed at length in the present scenario so as to make MSW programme vibrant.

The National Assessment and Accreditation Council (NAAC) has brought out a Manual for Self-Study of Social Work Institutions. This manual has been developed on the basis of the deliberations of three-day National Seminar on ***Standards for Assessment of Quality in Social Work Education***, organised by the Tata Institute of Social Sciences, and sponsored by NAAC from 11- 13 November 2003.

The standards are prepared as seven criteria of assessment of social work institutions. All schools need to pay attention to the standards prescribed and comply with the prescribed provisions. The Schools of Social Work have to pay attention to the quality of education rather than merely producing manpower in social work but not adequately equipped in terms of knowledge base, skills and values. The continuous involvement of key stakeholders is essential to make social work education relevant and beneficial to society. Young and Delvis (2009) mention that it is the involvement of teachers and students that make the training in social work education effective and fruitful.

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To,
The Chairman/Head/Principal
School of Social Work

_____

Subject: Information about school of social work

Dear Sir / Madam,

Social work education is commemorating more than 80 years of its existence in India. A practice which was born out of zeal to offer social service for the needy has transformed into a professional and a job oriented course today.

Like any other stream, even social work education has its own issues and challenges in sustaining and promoting the quality of its offerings. Fortunately, UGC and NAAC have provided the standards and guidelines which act as yardsticks in measuring any deviation from the given standards.

The current study undertaken is about those factors which are influencing the quality of social work education across the schools in Karnataka. This study is to gather views and opinions of all the stakeholders involved, who have direct or indirect influence on the overall quality of education.

You are one of the stakeholders whose views and opinions matter a lot as we are following a holistic approach to the overall concerns and challenges.

To know the details about the curricular and other relevant aspects, the attached is a questionnaire covering questions/statements under eleven sections. Kindly take some time out of your busy schedule to fill and send across the questionnaire as your inputs would immensely benefit the study.

We request your honest and genuine opinions as your inputs would be treated confidential.

Please feel free to call / write to us if you have any doubts or queries regarding the questionnaire.

Thank you for partnering with us in our journey of bringing in a change and making the change possible!!

With Warm Regards

TBBSV Ramanaiah

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Retired Professor
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QUESTIONNAIRE FOR THE CHAIRPERSON OF THE DEPARTMENT / SCHOOL OF SOCIAL WORK Name of the Head of the Department / School with address:		Only where relevant use Yes/No	
	Section I: CURRICULAR ASPECTS	**YES**	**NO**
1	The school has a mission statement		
	If yes specify:		
2	Nature of MSW programme		
	a. Specialized		
	b. Generic		
	c. With one or two areas of concentration		
	d. Any other - specify		
3	What does the program comprise of?		
	Indicate credits areas wise:		
	a. Course / Basic subjects (core domain)		
	b. Supportive domain		
	c. Interdisciplinary domain		
	d. Elective content		
	Or		
	a. Hard core		
	b. Soft core		
	c. Open elective		
	d. Any other-specify		
	Or		
	a. Core / basic subjects		
	b. Allied subjects		
	c. Optional subjects		
	d. Specialization / concentrations		
	e. Any other - specify		
4	Does the school have a prospectus comprising of curricular, co-curricular, and extra-curricular details?		
5	Has the school given adequate information and guidance to the candidate so as to make informed and planned selection of subjects / courses where such provision of option is made?		
6	Does the school revise the prospectus periodically?		
7	MSW program:		
	a. Semester system		
	b. Consists of academic calendar of 15 weeks / 90 days per semester		
	Details:		
8	The components of Weekly time-table related to:		
	a. Number of hours of classes for theory papers		
	b. Number of days for field work practicum (2 days a week / 15 hours a week)		
	c. Individual conference		

	d. Group conference		
	e. Others - specify		
9	Name the workshops / seminars / orientation programmes conducted as integral components of MSW programme		
	a. Life skills		
	b. Social Work skills		
	c. Components of field work practicum		
	d. Process and ethics of social work research		
	e. Human rights		
	f. Use of library / internet		
	g. Use of computers		
	h. Writing assignments		
	i. Class presentations		
	j. Professional advancement		
	k. Preparation of resume		
	l. Facing interviews		
	m. Identification of avenues for higher education		
	n. Preparation of project proposal		
	o. Any other - specify		
	Section II: TEACHING-LEARNING AND EVALUATION OF SUBJECTS		
1	Basic social work subjects are taught by social work faculty members		
2	Class strength of students is optimum (does not exceed 30)		
	If no, indicate the existing student strength of 1st year MSW course:		
3	Emphasis of teaching of each subject is research-based		
4	Content of teaching is related to cross cultural issues		
5	Lectures are generally interactive or lectures generally are followed by discussion		
6	Practitioners are invited as guest faculty members		
7	Audio-visual aids are used in teaching-learning		
8	Methods of teaching-learning include:		
	a. Lecture		
	b. Group discussion		
	c. Discussion of case studies		
	d. Newspaper clippings or creative literature		
	e. On-site visits		
	f. Preparation of writing assignments		
	g. Seminar presentation		
	h. Any other - specify		
9	Students are encouraged to refer relevant books / reports / articles in journals / periodicals		
10	Type of evaluation (examination) followed:		
	a. Written examination		
	b. Written assignment		
	c. Class presentation (seminar)		

	d. Oral examination (viva-voce)		
	e. Any other - specify		
	Section III: FIELD WORK PRACTICUM		
1	Are the objectives of concurrent field work practicum different for each semester?		
2	Has the school prepared manual / guidelines on field work practicum?		
	If yes, has it been distributed to all stakeholders concerned in the beginning of the academic year?		
3	What does field work practicum components comprise of?		
	a. Workshop on life skills		
	b. Workshop on social work skills		
	c. Organisational (orientation) visits		
	d. Concurrent field work		
	e. Rural / Tribal camp		
	f. Summer placement		
	g. Study tour		
	h. Block placement		
	i. Any other - specify		
4	Are the objectives of given fieldwork component and background and need of students are the base for students' fieldwork placement for each semester?		
5	Do the students involve in service activities during the emergency situations / natural calamities like floods, earthquakes?		
6	Are students permitted (at least to some extent) to select a setting of their choice for:		
	a. Concurrent field work practicum during 3rd and 4th semester		
	b. Study tour		
	c. Rural / tribal camp		
	d. Block placement		
	SELECTION OF FIELD WORK SETTINGS FOR CONCURRENT FIELD WORK PRACTICUM / BLOCK PLACEMENT		
1	Do you follow the criteria mentioned below in selecting field work settings for concurrent field work practicum / block placement?		
	a) A variety of learning opportunities are available primarily to practice the methods of social work		
	b) Scope is present for trainees to exhibit their talent/skills/creativity/initiatives		
	c) Opportunities are available to work with varied social issues of rural / urban poor and other vulnerable / marginalized groups		
	d) Welfare settings of different types including those of institutional / non-institutional services and of Government / NGOs		
2	Do you assess periodically the worthiness of every agency for field work placement either for continuation or to identify simultaneously new agencies for students' placement?		

	SELECTION AND PREPARATION OF AGENCY FIELD WORK SUPERVISOR		
1	Majority of agency field work supervisors are professional social workers (with MSW background) and are with considerable years of experience		
2	Periodical meetings of agency field work supervisors are arranged either in the school or in agency to discuss the issues concerned with supervision		
	ROLE OF FACULTY FIELD WORK SUPERVISOR		
1	Conducts individual conference (IC) with each student once a week and its duration is of minimum 30 minutes		
2	Examines the field work record every week and makes written observations and comments in the record and personally discuss the same in IC with the student		
3	Conducts group conference with students once a month where-in the students are given a chance to make presentation on varied issues related to field work and to share their experiences		
	FIELD WORK PRACTICUM EVALUATION		
1	A standard format is used for evaluation giving due weightage to different components of field work		
2	The criteria used for field work evaluation are clear and are prepared on the basis of objectives of the particular field work component		
3	Students prepare self-evaluation report on field work experience / exposure		
4	Evaluation is recorded by the faculty member in the form of description of performance rather than providing rating / marking		
Section IV: TEACHING-LEARNING AND EVALUATION OF PROJECT REPORT			
1	The aim of MSW level research is evidence-based		
2	Guidelines for taking up research projects are prepared and given to all the students before starting the project		
3	Ph.D. candidates are guided by faculty members in social work having doctoral degree with considerable years of experience		
4	Ph.D. student-guide meetings are held as frequently as possible and as required		
5	Active participation of students (MSW / Ph.D.) is encouraged in pursuance of research process		
6	Use of multi-variate analysis in project report/ thesis preparation is encouraged		
7	Seminars / orientation programmes are arranged which include preparation of research proposal, ethical issues, writing of project report/ thesis		
8	Students are motivated to publish their report in an article form		
	EXAMINATION		
1	MSW examination schedule is planned ahead of time and held in a fair manner		
2	Prizes / medals are instituted for different types of student achievements		
3	Comprehensive testimonials are provided to students after completion of course		

	Section V: COMPETENCE OF SOCIAL WORK FACULTY MEMBERS		
1	All faculty members have MSW degree		
2	UGC / State government norms and guidelines prescribed are followed in the recruitment and selection of candidates for faculty positions		
3	Reservation is followed for SCs/ STs/ Differently- abled persons and gender parity is maintained		
4	Social work faculty members perform the following tasks:		
	a. Classroom teaching		
	b. Fieldwork guidance and supervision		
	c. Field action projects		
	d. Research projects and Publication		
	e. Professional consultation		
	f. Participation in seminars / workshops / symposia / conferences / others		
	g. Organisation or conduct of academic programmes like seminars / workshops / symposia / conferences / others		
	h. Administrative responsibility / other related assignments		
	FACULTY DEVELOPMENT ACTIVITIES		
1	Faculty members are encouraged to participate in seminars / conferences / orientation programmes / refresher courses		
2	Guest speakers are invited to address or interact with the faculty members and students		
	APPRAISAL AND RECOGNITION		
1	Every faculty member prepares annual self-appraisal and plans the academic work for the next year		
2	Outstanding performance of teachers is suitably rewarded (outstanding performance in teaching/ research/ extension activities/ publications is rewarded by the school/peers/ external organizations)		
3	Faculty members are invited to serve as members of :		
	a. Committee for selecting faculty members in schools/ universities		
	b. Board of Studies (BOS)		
	c. Board of Examiners (BOE)		
	d. National/ State Level Eligibility Test (NET/SLET)		
	e. Committees of Voluntary Organizations		
	f. Commissions / Committees appointed by Central/State Governments		
	g. Others - specify		
	SOCIAL WORK RESEARCH: STANDARDS FOR RESEARCH AND CONSULTANCY		
1	Students are briefed about the procedures of selecting a topic for research		
2	Scientific steps are being followed by students in undertaking research project / dissertation		

3	References are of standard style		
4	Faculty members have submitted proposals and received funds from agencies like UGC/ICSSR/International agencies for undertaking research		
5	Faculty members are invited to take up research work from National and International agencies **and** undertaking research projects/ publications are encouraged		
	Publications:		
a	Research publications		
b	Book reviews		
c	Books (Author / Editor)		
d	Every faculty member brings out at least one research publication in a year		
e	Faculty members are invited to be members of editorial board /referees		
f	School / Institution has a publication division		
	Participation in academic programmes:		
1	Faculty members participate in academic programmes like seminars/ conferences/ workshops/ symposia in India		
2	Faculty members participate in academic programmes like seminars/ conferences/ workshops/ symposia in other countries		
3	Faculty members organize academic programmes like seminars/ conferences/ workshops/ symposia at national level		
4	Faculty members organize academic programmes like seminars/ conferences/ workshops/ symposia at International level		
5	Faculty members are consulted in matters related to the conduct of examination and selection of examiners / question paper setters (wherever applicable)		
	Consultancy:		
	Faculty members serve as honorary consultants (or under different titles of assignment) to:		
a	State/Central Government organizations		
b	National NGOs		
c	International NGOs		
d	Corporate bodies		
e	Research organizations		
f	Schools of social work		
	Any other - specify		
Section VI: INFRASTRUCTURE OF SCHOOLS OF SOCIAL WORK			
	Kindly provide your response to the items mentioned below;		
1	Own building		
2	The building is differently-abled friendly		
3	The building is situated in serene environment (open space, trees around, outdoor recreation)		

4	Adequate number of classrooms		
5	Required furniture (including computers, printer, internet facility)		
6	Faculty members have separate rooms/cubicles		
7	Common meeting hall		
8	Computerization of administration		
9	Are there adequate number of fresh rooms for the following:		
	a. Male students		
	b. Male staff members		
	c. Female students		
	d. Female staff members		
10	Are there separate accommodation / facilities available for the following:		
	a. Field action projects		
	b. For research activities		
	c. For Ph.D./ M.Phil. students		
	d. Department library		
	e. Sick / rest room		
	f. Medical kit		
	g. Alumni association		
11	Please provide your response on the following activities/facilities in your school:		
	a. Comprehensive cleaning of premises		
	b. Canteen facility for staff and students		
	c. Sports and recreational facility		
	d. Hostel facility for students		
	e. Day Care Centre / Crèche		
	f. Health centre		
	g. Guest house		
	h. Vehicle for the purpose of field work / action project or for other professional work		
Section VII: LIBRARY AND LEARNING RESOURCES			
1	Library is well-equipped with:		
	a. Required number of newspapers / news magazines		
	b. Encyclopaedia		
	c. Required number of books on social work / allied fields		
	d. Required number of National Journals		
	e. Required number of International Journals		
	f. UN Publications		
	g. Faculty research projects / publications		
	h. Students' dissertations / Ph.D. theses		
	i. Reports of Ministries / Departments / Commissions		
	j. Reports of National / International NGOs		
	k. Any other- specify		
2	Is the library well equipped with the following facilities?		
	a. Computer, e-mail and internet services are available for students, staff and other users		

	b. Photocopy facilities are available with judicious use of paper		
	c. Book bank scheme is available		
	d. Library opens for long hours in a day		
	Section VIII: SERVICES AND ACTIVITIES FOR STUDENTS		
	What are the services and activities encouraged/available for the students?		
	a. Scholarships for SC s/ STs /OBCs/Persons with Disabilities		
	b. Coaching in written and spoken english		
	c. Conversation skills in regional language		
	d. Remedial coaching		
	e. Counselling and referral services		
	f. Health check-up		
	g. Students' Union		
	h. Encouragement to students to participate in academic / cultural / sports programmes with financial support		
	i. Providing opportunities to students in the conduct of conferences / seminars/ workshops.		
	Section IX: RULES FOR DISCIPLINE AND GRIEVANCES		
	Provide your response based on the applicability of the following:		
	a. Students' attendance is maintained, monitored and communicated		
	b. Minimum 75% class attendance is required in every semester		
	c. Written discipline rules are made known		
	d. A well-defined mechanism to redress grievances of students is in existence		
	Section X: JOB PLACEMENT AND ALUMNI-RELATED ACTIVITIES		
	Provide your response		
1	Alumni association is formed		
2	Alumni association is functioning effectively		
3	Work-profile of Alumni is maintained		
4	Career counselling is provided		
5	Campus interviews are arranged		
6	Effective medium of communication within the alumni (like newsletter) is in vogue		
7	Alumni is contributing to:		
	a. Professional growth		
	b. Student placement		
	c. Field work placement		
	d. Any other - specify		
8	A faculty member is in-charge of the activities of alumni		
	Section XI: STANDARDS FOR ORGANIZATION AND MANAGEMENT:		
1	Faculty meetings are held regularly		
	If yes, how frequently?		
2	Long term and short term plans are prepared, discussed and monitored		

3	Non-teaching staff is sufficient in number (not more than teaching staff ratio of 1:1)		
4	There is a special cell to protect the rights of SCs/STs/OBCs		
5	There is a committee / cell to deal with complaints of sexual harassment		
6	Faculty members are consulted in placing orders for purchasing books / subscribing journals and purchase of stationary / equipment		
	STANDARDS OF HEALTHY PRACTICES:		
1	Practice led research and research led practice are emphasized		
2	School facilitates academic freedom of respect for diversity of opinion and expression		
3	Intervention and relief and rehabilitation work during the disaster management is co-ordinated		
	CONTRIBUTION TO ASSOCIATION OF SOCIAL WORK PROFESSION:		
1	Membership of professional association for social work is encouraged		
2	Infrastructure and facilities are provided to house the association		
3	Faculty members are encouraged to contribute to journals of professional association / serve as members of editorial boards		
4	Faculty members serve as members of editorial board of professional journals/ newsletters / similar others		

TO WHOMSOEVER IT MAY CONCERN

To,
The Faculty Members in Social Work

Subject: A study seeking the opinion of faculty members regarding issues concerned with quality social work education at postgraduate level

Dear Sir / Madam,

Social work education is commemorating more than 80 years of its existence in India. A practice which was born out of zeal to offer social service for the needy has transformed into a professional and a job oriented course today.

Like any other stream, even social work education has its own issues and challenges in sustaining and promoting the quality of its offerings. Fortunately, UGC and NAAC have provided the standards and guidelines which act as yardsticks in measuring any deviation from the given standards.

The current study undertaken is about those factors which are influencing the quality of social work education across the schools in Karnataka. This study is to gather views and opinions of all the stakeholders involved, who have direct or indirect influence on the overall quality of education.

You are one of the stakeholders whose views and opinions matter a lot as we are following a holistic approach to the overall concerns and challenges.

To know your views and opinions, attached is a questionnaire covering questions / statements under eight sections pertaining to social work education. Kindly take some time out of your busy schedule to fill and send across the questionnaire as your inputs would immensely benefit the study.

We request your honest and genuine opinions as your inputs would be treated confidential.

Please feel free to call / write to us if you have any doubts or queries regarding the questionnaire.

Thank you for partnering with us in our journey of bringing in a change and making the change possible!!

With Warm Regards

TBBSV Ramanaiah

UGC-Emeritus Fellow
Retired Professor
Department of Social Work
University of Mysore
Manasagangothri
Mysuru – 570 006

QUESTIONNAIRE FOR FACULTY MEMBERS OF MSW COURSE

General guidelines:

Please read the following guidelines before you take up the online survey:

a) Read every question / statement carefully before you provide response. The responses can be changed / modified before you submit the questionnaire at the end.
b) You are required to provide response to each question / statement without skipping any.
c) Your individual identity is not captured anywhere in the questionnaire. All your responses will be kept confidential. Information will be reported in the form of statistical summaries only.

Personal Profile

Name

Gender

Qualification

Nature of appointment:

- Permanent
- Temporary/Guest faculty

Name of the school

Years of PG teaching experience

Section I: MSW Course – Admission Criteria and Procedure

1) A clear and transparent admission criteria and procedure are followed.

a) Yes
b) No

2) Reservation policy stipulated by the Government of India / Government of Karnataka is strictly followed in the allotment of seats for admission

a) Yes
b) No

3) What is the ideal Faculty: Student ratio?

a) 1:10
b) 1:15
c) 1:20
d) 1:25

4) All eligible candidates are well aware of the fact that social work course includes linkage of formal training in the classroom and practical experience in the field

a) Strongly agree
b) Agree
c) Not likely
d) Disagree
e) Strongly disagree

5) School has student-centred environment.

a) Strongly agree
b) Agree
c) Not likely
d) Disagree
e) Strongly disagree

6) Please rate the following initiatives based on the existence in the institute and the extent to which they are practiced

Initiatives	**Present & Active**	**Present & dormant**	**Not present at all**
Scholarships			
Grievance redressal mechanism			
Coaching in written and spoken English			
Remedial coaching classes			
Book bank			
Counselling services			
Referral services			
Annual health check-up			
Student forum			
Career Counselling			
Campus job interviews			

Section II: Faculty Members' Recruitment, Workload, Development Activities, Appraisal and Recognition

1) Recruitment of faculty positions is

a) As per the norms of UGC / State Government
b) Any other – specify

2) School has adequate number of professionals as faculty members

a) Yes
b) No

3) Average workload and tasks performed by the teachers (give % of workload undertaken for each component, from 'a' to 'h') - Indicate your response in %.

a. Teaching (including guidance and evaluation of research projects / dissertations)	
b. Field work supervision	
c. Conduct of research by self	
d. Consultation to organizations as consultant, planner etc.,	
e. Organization (on behalf of school) of seminars / conferences / workshops / training programmes at regional / national / international levels	
f. Participation (including presentation of a paper, delivering a lead lecture) in seminars / conferences / workshops / training programmes at regional / national / international levels	
g. Work related to Publications (writing books, contribution to journals and edited books and serving as referees to journals)	
h. Administrative responsibility/ Other related assignments	

4) Guest speakers (practitioners) have been frequently invited to interact with teachers and students.

a) Yes
b) No

5) Management, peers or external organisations recognise outstanding performance of faculty members (in teaching, research, consultancy, publications, field action projects etc.)

a) Yes
b) No

6) Based on the academic credentials obtained, I get invitation to serve as

Invitation / Offer	Yes	No
Member of Board of Studies of other universities		
Member of Board of Examiners of other universities		

7) School adopts participatory methods in decision making related to academic activities

a) Yes
b) No

8) School maintains healthy relations with other schools of social work

a) Yes
b) No

Section III: Teaching and Evaluation

1) Social work faculty members teach the basic social work subjects.

a) Yes
b) No

2) Preferred intake of students for admission to MSW course.

a) 20 – 30
b) 30 – 40
c) 40 – 50
d) 50 – 60

3) Teaching is either a participatory one or lecture followed by discussion.

a) Yes
b) No

4) Faculty members use audio - visual methods for teaching-learning.

a) Yes
b) No

5) Subject guidelines (including title, objectives, necessary credits, content, time schedule, methods of teaching and linkage with field work practicum, books recommended, other source of knowledge, and methods of evaluation) are circulated to the students in the beginning of the semester.

a) Yes
b) No

6) Students are encouraged to refer relevant books, journals and other sources of knowledge.

a) Yes
b) No

7) Performance of students in a subject, being taught by you, is evaluated as stated below:

	Yes	**No**
1.Written examination		
2.Case studies		
3.Problem - centred examination		
4.Assignments		
5.Class presentation		

Section IV: Professional Approach of Students

Indicate your response against each statement given below;

Statements : Indicate the existing level	Not Satisfactory	Satisfactory	Good
Promotion of harmonious and professional relations among students			
Attendance to classes and participation in classes			
Attendance and participation in all the components of field work			
Adherence to field work agency policies (confidentiality, use of agency resources, use of time, completion of work assigned including writing reports).			
Compliance with code of conduct of profession.			
Able to relate theoretical knowledge and field placement experience.			
Willingness to learn and voluntarily take up higher level of work.			
Completion of field work assignments on time.			
Meaningful participation and proper dialogue in individual conference (IC) and group discussion.			
Appropriate termination of each component of field work.			
Proper conduct of joint conferences of faculty supervisor, student, and agency supervisor.			
Objective evaluation of student in terms of acquiring competencies both in theory and field work			
Willingness of students to accept constructive criticism and feedback.			
Extensive use of library services			
Appreciable participation of students in co-curricular activities			
Preparedness and willingness of students to represent profession after completion of course.			
Interest in research-informed practice and practice-informed research.			
Willingness of students to receive necessary guidance and instructions (both for theory and field work) from faculty members.			
Acceptance of teacher as a mentor			

Section V: Students' Dissertations, Publications and Participation in Academic Activities

1) Selection of the topic for research is the choice of the candidate.

a) Strongly agree
b) Agree
c) Not likely
d) Disagree
e) Strongly disagree

2) Do you think that students, in general, experience inconveniences/problems in carrying out quality research work in the areas stated below:

a) In adopting scientific process
b) General inconveniences/problems

3) Have you received grants / funds for research?

a) Yes
b) No

If yes, specify

4) Have you been invited to carry out research from regional, national, and international organizations?

a) Yes
b) No

If yes, specify

5) Have you been provided the needed infrastructure / facilities / amenities by school to carry out research?

	Yes	**No**
Computer with internet facility		
Printer		
Required stationery		
Financial aid to research work		
Incentives		

6) Are your research findings used for or How do you assess the impact of research work, undertaken by you, in terms of…..

	Yes	**No**
Policy and programme change		
Initiation of new intervention		
Review of Curriculum		
Taking up of further investigation		
Clarification of concepts		
Effective teaching and guidance		
Any other – specify		

7) Do you have a committee of faculty members (experts)/a provision wherein students can have informal discussion with faculty members to review research proposals for MSW / Ph.D?

a) Yes
b) No

8) Do you have a committee of faculty members (experts)/ a provision wherein students can have informal discussion with faculty members to review the ethical aspects in research?

a) Yes
b) No

9) Have you participated actively in organising seminars, workshops, symposia, conferences at regional /national level?

a) Yes
b) No

10) Have you participated actively in organising seminars, workshops, symposia, conferences at International level?

a) Yes
b) No

11) Have you provided services as consultant to NGOs / State or Central government organizations/research organizations/ corporate bodies / other schools of social work?

a) Yes
b) No

Section VI: Field Work Guidance Requirements / Functions of Faculty Supervisors

1) School identifies suitability of setting for placement of student for field work practicum on the basis of matching his/ her ability and interest with objectives of agency and background of agency field work supervisor.

a) Yes
b) No

2) Field work placement is aimed at making the experience of students both informative and educational.

a) Yes
b) No

3) School prepares required standards for field work education.

a) Yes
b) No

4) School establishes and maintains partnership with field work agency supervisor.

a) Yes
b) No

5) Do you prepare the student for exposure to field work by making him/her ready to learn and by creating ethical awareness?

a) Yes

b) No

6) Faculty supervisor takes full responsibility of enabling the student to accomplish the tasks and learning exercises assigned.

a) Yes
b) No

7) Faculty supervisor earmarks specific time for individual conference once in a week and to devote time according to student needs.

a) Yes
b) No

8) Faculty supervisor facilitates student's learning and education and to make connection between practical work and theory with empirical evidence.

a) Yes
b) No

9) Faculty supervisor provides periodic feedback to students with regard to their own performance in terms of learning and acquiring competencies.

a) Yes
b) No

10) Faculty supervisor provides students the range of experience like prompt and punctual attendance to the field work setting, maintenance of discipline, and opportunity to take up expected tasks.

a) Yes
b) No

11) Faculty supervisor functions as a liaison between field work setting and school of social work by interpreting the policies and programmes of school and broader curriculum so as to establish the match.

a) Yes
b) No

12) Faculty supervisor obtains feedback from student as well as agency field work supervisor so as to make necessary changes in curriculum.

a) Yes
b) No

13) Faculty supervisor serves as a role model to students to emulate.

a) Yes
b) No

14) Faculty member assesses worthiness of field work setting for future placement and equally for identification of new settings.

a) Yes
b) No

Section VII: Role and Functions of Faculty Supervisors

Indicate your response against each statement given below:

Statements : Indicate the existing level	Not Satisfactory	Satisfactory	Good
Role performed by faculty field work supervisor			
Placement: Students' background match with agency policies and background of agency supervisor.			
Linkage: Bring linkages between expectations and experiences available			
Administration: Ensure that each component of field work is completed successfully and on time.			
Evaluation: Evaluate the performance of student, as well as continuation of field work setting for future placement of student			
Functions performed by faculty field work supervisor			
Advisor: Advise students when required so as to derive benefits of field work training			
Monitor: Periodically monitors the performance and learning experience of students			
Teacher: Provide the needed theoretical knowledge and integrate it with field work			
Moderator (Therapist): Amicable resolution of conflicts, problems, and inconveniences arisen in course of smooth exposure to field work			
Evaluator: Evaluation of student's performance both in theory (class work/course work) and field work			

Section VIII: Field Work Practicum

Following provisions are made / activities are carried out:	YES	NO
a) Provision of a manual (or a detailed note) containing all details pertaining to each of the components of field work practicum.		
b) Choice is given to students to select their own field work settings for concurrent field work, educational tour / block placement in the last two semesters (Final Year)		
c) Unstructured and challenging settings are the priority for students' field work practicum.		
d) Visit the agency as frequently as possible to know the progress of students and to plan the field work programme.		
e) Check student's recordings on a weekly basis and make written comments and thereafter to discuss issues in the individual conference with student.		
f) Hold at least one group conference in every 15 days.		
g) Formulation of a definite criteria to evaluate the performance of students in field work practicum		
h) The evaluation criteria of each component of field work practicum are clear and transparent.		
i) Providing opportunities to students to explicitly make self-evaluation of each component of field work practicum.		
j) A minimum of 30 minutes time per week is spent with each student for individual conference		
k) Periodical review is undertaken to assess practicum-worthiness of setting for continuation and to identify new setting for practicum		
l) MSW qualification and considerable years of experience as faculty member are the prerequisites to function as faculty field work supervisors		

Indicate your response against each statement given below

Sl. No	Statements : Indicate the existing level	Not Satisfactory	Satisfactory	Good
1	Appropriate linkages of objectives of each component of field work practicum with levels of theoretical input given in class.			
2	Involvement of students in intervention (service activities) during unforeseen conditions / emergencies.			

QUESTIONNAIRE FOR III & IV SEMESTER MSW STUDENTS

General guidelines:

Please read the following guidelines before you take up the questionnaire:

a) Read every question / statement carefully before you provide response. The responses can be changed before you submit the questionnaire at the end.
b) You are required to provide response to each question / statement without skipping any.
c) Your individual identity is not captured anywhere in the questionnaire. All your responses will be kept confidential. Information will be reported in the form of statistical summaries only.

Section I: Personal Profile

Name of the Student (Optional)

Name of the School:

University affiliated to:

Gender: Male, Female, Transgender

Age (in completed years):

23 years and below
24 – 26 years
27 – 29 years
30 years and above

Religion: Christian, Hindu, Muslim, Others (Specify)

Marital Status

Single
Married

Caste:

Scheduled Caste
Scheduled Tribe
Other Backward Classes
General

Domicile: Rural, Urban

Section II: Social Work Profession

1) How did you learn about social work education?
   a) Friends / Relatives
   b) Print Media / Social Media / Audio visual media / Electronic Media
   c) Through teachers
   d) Others - Specify

2) At what stage in your academic career have you decided to take up social work education?
   a) During school
   b) After school but before joining college
   c) During under graduate studies
   d) Any other - Specify

3) Indicate the reason(s) for choosing social work course. You can indicate more than one reason

Reason	Yes	No
a) To have higher status in the society		
b) To explore the field out of passion		
c) To get better job opportunities		
d) Did not get an opportunity to pursue other courses		

   e) Any other-Specify

4) Have you felt that social work education provides a career for life-time?
   a) Yes
   b) No

5) Are your expectations / presumptions about social work course matching the curriculum prescribed?
   a) Yes
   b) No

6) When you selected the course in social work, were you aware that social work provides a career or is a profession?
   a) Mostly aware
   b) Somewhat aware
   c) Not aware

7) Was the course in social work your_____.
   a) Only choice
   b) First choice
   c) Second choice
   d) Third choice
   e) Not particular about the choice
   f) Course is not choice, but was the only course available
   g) Other reason, if any – Specify

8) Given the opportunity to change your course now, would you like to change?

a) Yes
b) No

9) Are you satisfied with your choice of the course in social work?

a) Fully satisfied
b) Satisfied to a great extent with some reservations
c) Satisfied to some extent with a great deal of reservations
d) Not at all satisfied

10) A list of ten occupations is given, rank them in order of status/prestige according to you (Rank from 1 to 10; Rank 1 is the most cherished occupation and 10 is the least preferred):

Occupation	Rank from 1 - 10
Government service (Officer's grade)	
Engineer	
Nurse	
College Lecturer	
Businessman	
Social worker	
Lawyer	
Defence services (Officer's grade)	
Scientist	
Doctor	

11 **a)** What is your area of interest / choice in MSW programme?

a) Labour Welfare/Personnel Management/Industrial Relations/HRD
b) Family and Child Welfare
c) Medical and Psychiatric Social Work
d) Correctional Administration
e) Urban Community Development / Rural Community Development / Tribal Welfare
f) Social work with aged
g) Social work with persons with disability
h) Any other (specify subject of specialization/ special interest/ choice)

11 b) How many hours of concurrent field work do you actually put in per week?
(Concurrent field work means 2 days of field work in a week during the course)
No. of hours:

12) On the whole, what is the degree of your satisfaction with field work?

a) Very much satisfied
b) Mostly satisfied
c) Somewhat satisfied
d) Mostly dissatisfied
e) Very much dissatisfied

13) Which language will you be most comfortable with as a medium of instruction at this stage?

a) English
b) English – Kannada (Greater part in Kannada)

14) Do you think your library has enough books / Journals and other subject material for your reference work?

a) Yes
b) No

15) Participation in and perception of social work programme in this school

i. I am proud of addressing myself as a student of social work

a) Yes
b) No

ii. I attend theory classes regularly and on time

a) Yes
b) No

iii. Classes are held as per the time table and by following timings

a) Yes
b) No

iv. I found uniqueness in learning theory and doing through practice

a) Yes
b) No

v. Theory classes are informative and interactive too.

a) Yes
b) No

vi. I am an active participant in the class and I participate well in academic debates. Further, I don't consider myself a passive learner.

a) Yes
b) No

vii. I prefer writing notes of each subject on my own by referring appropriate literature and by being attentive in the classes.

a) Yes
b) No

viii. I don't depend on ready-made notes prepared by somebody

a) Yes
b) No

ix. I go to library very frequently for reference work

a) Yes
b) No

x. I consider myself a disciplined student both in and outside the class.

a) Yes
b) No

xi. Disciplinary provisions of the school are proactive and development oriented
a) Yes
b) No

xii. In my considered opinion, theory classes are the base for field work.
a) Yes
b) No

xiii. I get appropriate guidance from faculty members for all academic issues including research project /dissertation.
a) Yes
b) No

xiv. I consider project report / dissertation, as a component of curriculum, is important for students to develop scientific temperament and to be familiar with scientific method.
a) Yes
b) No

xv. I write field work record / assignments / internal tests in Kannada.
a) Yes
b) No

xvi. I take initiative and participate actively in co-curricular activities.
a) Yes
b) No

xvii. I write university examinations in local language (Kannada)
a) Yes
b) No

xviii. I consider the process of conducting examination as follows:

Internal assessment
Good / Average / Bad

Theory examination
Good / Average / bad

Field work programme
Good / Average / bad

Section III: Future Plans

16) In which field would you prefer to continue your profession after the course?

a) HRD / Labour Welfare / Industrial Relations
b) Family and Child welfare
c) Medical and Psychiatric Social Work
d) Research
e) Rural community development
f) Urban community development
g) Geriatric care
h) Tribal welfare
i) Corporate Social Responsibility
j) Disaster Management
k) Correctional administration
l) Social welfare administration
m) Teaching profession
n) Any field of social work
o) Do not intend to work in social work
p) Do not intend to work at all
q) Any other field other than social work

17) Given equal salary and status or designation, in which area would you prefer a job?

a) Urban
b) Rural
c) Tribal

18) What is the primary objective behind choosing social work course?

a) Passion
b) Passion and monetary gains
c) Pressure from Peers and family
d) Purely on monetary gains
e) Any other- specify

19) Would you consider taking up a job which has a little or nothing to do with social work?

a) Yes, if I like the job
b) Under some conditions, because I would mostly prefer social work jobs
c) Not at all, as I would only like jobs largely related to social work

20) Would you like to pursue further education in social work domain?

a) Yes
b) No

21) If you are planning to take up a job in social work, kindly indicate (√) the type of sector / type of work / priority

Sector	Response
Government	
Semi-Government	
NGO	
Freelancing	
Type of work	
Job requiring travel	
Administrative	
Research	
Teaching	
Priority factors	
Salary	
Status	
Innovative work	
Job Security	
Healthy working conditions	
Fair chances of professional growth	
Good HR Practices	
Any other - Specify	

Section IV: Social Work Practicum

22.

Sl. No	What and Why of Field Work:	YES	NO
i	Field work is intended to expose the student to the practical aspects of social work in the context of welfare organisations and fields of study.		
ii	Field work is transfer of knowledge, skills and values which students have acquired in the classroom to actual practical situations.		
iii	Field work exposure improves the commitment of trainees to code of ethics of social work and to the profession of social work itself.		
iv	The completion of field work in PG social work academic programme means that the student is ready to get into profession.		
v	Field work makes students move from passive learners to active professionals.		
vi	Field work provides an opportunity for the students to know whether social work is the apt career for them.		
vii	For students, field work exposure is as important as attendance to regular classes in acquiring the competencies of professional practice.		
viii	Field work exposure includes.		
	a) Experiential practice with guidance from a professional supervisor		
	b) Continuous updating of knowledge in the chosen field practice		
	c) Participation in field education seminars/ discussions		
	d) Preparation of records as an evidence of work done and accomplishment of objectives / competencies		
	Learning Experiences:		
ix	I have been exposed to the following field learning experiences.		
	a) Orientation to Welfare organizations, their functioning and services		
	b) Knowledge of Administrative structure, processes and policies, and impact of delivery of services		
	c) Recording - its purpose and process involved		
	d) Interview skills for varied purposes		
	e) Home visits, school visits, visits to place of work as tools of social investigation, diagnosis, and treatment		
	f) Working with groups		
	g) Experience in understanding communities.		
	Self-Assessment of Field Work Exposure and Experience:		
x	Considered field work as an educationally focused programme		
xi	Attended field work on all the days prescribed		
xii	Worked within the ambit of university and agency field work guidelines		
xiii	Complied with the policies and procedures of the agency		
xiv	Explored theoretical material relevant to agency/ institution of field work placement.		
xv	Behaved in a professional way and followed code of ethics of social work practice		

xvi	Not used mobile phones for personal work while on field work		
xvii	Field work exposure facilitated in getting required competencies (knowledge, skills and values)		
xviii	Field work exposure enabled in integrating knowledge with practice.		
xix	Maintained confidentiality of information gathered/ obtained in field work		
xx	Supervisor and other staff in the agency encouraged the growth of students as professional trainees.		
xxi	Accepted and completed every task assigned up to the satisfaction of agency supervisor		
xxii	Faculty supervisor has provided necessary guidance and instructions throughout the field work placement		
xxiii	Received guidance (in the form of IC) from faculty supervisor every week		
xxiv	Communicated well with agency supervisor about learning needs and received needed feedback		
xxv	No identification information of the client or other aspects is furnished in the field work records		
xxvi	Maintained and written the record on time and got it approved by agency supervisor		
xxvii	Field work records are in written form rather than resorting to typing or printing		
xxviii	Kept track of the number of field work days attended - Maintained diary with the signature of agency supervisor.		
xxix	Used enough of informal supervision from both agency supervisor and faculty supervisor		
xxx	Critically evaluated field placement experience and identified priorities for future learning.		
xxxi	Feel confident to practice as independent and autonomous professional after completing the PG course.		
	Would you like to state anything on any aspect of academic programme that is not covered above?		

To,
The Agency Field Work Supervisor

_____

Subject: A study seeking the opinion of agency field work supervisors regarding issues concerned with quality social work education at postgraduate level

Dear Sir / Madam,

Social work education is commemorating more than 80 years of its existence in India. A practice which was born out of zeal to offer social service for the needy has transformed into a professional and a job oriented course today.

Like any other stream, even social work education has its own issues and challenges in sustaining and promoting the quality of its offerings. Fortunately, UGC and NAAC have provided the standards and guidelines which act as yardsticks in measuring any deviation from the given standards.

The current study undertaken is about those factors which are influencing the quality of social work education across the schools in Karnataka. This study is to gather views and opinions of all the stakeholders involved, who have direct or indirect influence on the overall quality of education.
You are one of the stakeholders whose views and opinions matter a lot as we are following a holistic approach to the overall concerns and challenges.

To know your views and opinions, attached is a questionnaire covering different aspects in the form of statements / questions (with sub-points where required) under five captions in your purview of social work education. Kindly take some time out of your busy schedule to fill and send across the questionnaire as your inputs would immensely benefit the study.

We request your honest and genuine opinions as your inputs would be treated confidential.

Please feel free to call / write to us if you have any doubts or queries regarding the questionnaire.

Thank you for partnering with us in our journey of bringing in a change and making the change possible!!

With Warm Regards

TBBSV Ramanaiah

UGC-Emeritus Fellow
Retired Professor
Department of Social Work
University of Mysore
Manasagangothri
Mysuru – 570 006
+91 9845298626

QUESTIONNAIRE FOR AGENCY FIELD WORK SUPERVISORS

General Guidelines:

Please read the following guidelines before you take up the online survey:

a) Read every question / statement carefully before you provide response. The responses can be changed / modified before you submit the questionnaire at the end.
b) You are required to provide response to each question / statement without skipping any.
c) Your individual identity is not captured anywhere in the questionnaire. All your responses will be kept confidential. Information will be reported in the form of statistical summaries only.

Personal Profile

Name (Optional)

Name & location of the organisation

Designation in the organisation:

Professional Experience (in years)

Experience in guiding students (in years)

Education

Section I: Opinion on Social Work

1) Social Work has a clear positive public image that needs to be sustained and improved upon

a) Strongly agree
b) Agree
c) Not likely
d) Disagree
e) Strongly disagree

2) Social Work is value-based and there are ethical codes which need to be imbibed in the trainees.

a) Strongly agree
b) Agree
c) Not likely
d) Disagree
e) Strongly disagree

3) Philosophy, content and courses (streams) of social work and their relation to field work practicum must be made known to trainees.

a) Strongly agree
b) Agree
c) Not likely
d) Disagree
e) Strongly disagree

4) Social work trainees who complete the course must be ready to take up professional role.

a) Strongly agree
b) Agree
c) Not likely
d) Disagree
e) Strongly disagree

Section II: Relevance and Importance of Field Work

5) The very objective of field work is to acquire related competencies required for the professional career.

a) Strongly agree
b) Agree
c) Not likely
d) Disagree
e) Strongly disagree

6) Purpose of field work is to make the trainee a social worker rather than making him/her to do a particular job work in specific agency.

a) Strongly agree
b) Agree
c) Not likely
d) Disagree
e) Strongly disagree

7) The very objective of field work is to study and learn, and not expected to provide services or assistance during the tenure of field work.

a) Strongly agree
b) Agree
c) Not likely
d) Disagree
e) Strongly disagree

8) Field work prescribes the competencies and behaviour necessary for social work education programme.

a) Strongly agree
b) Agree
c) Not likely
d) Disagree
e) Strongly disagree

9) Field work is as important as classroom teaching in acquiring the required competencies of professional practice.

a) Strongly agree
b) Agree
c) Not likely
d) Disagree
e) Strongly disagree

10) Field work must be the right avenue to integrate the knowledge, core competencies, values and skills which students have learnt in the classroom in to the real situations.

a) Strongly agree
b) Agree
c) Not likely
d) Disagree
e) Strongly disagree

11) Field work assists trainees in making the transition from passive learners to active professionals.

a) Strongly agree
b) Agree
c) Not likely
d) Disagree
e) Strongly disagree

12) Field work education involves active cooperation and participation of student, agency supervisor, and faculty field work supervisor.

a) Strongly agree
b) Agree
c) Not likely
d) Disagree
e) Strongly disagree

13) Field work promotes development of competencies of trainees only through supervision and professional guidance.

a) Strongly agree
b) Agree
c) Not likely
d) Disagree
e) Strongly disagree

14) Dress code and appearance of the students are to be in line with the professional role.

a) Strongly agree
b) Agree
c) Not likely
d) Disagree
e) Strongly disagree

Section III: Process of Field Work Placement, Purpose of Supervision and Role of Supervisors

15) What according to you should be the criteria for the schools (and / or students) in choosing an organisation / agency for field work? (respond for all statements)

Criterion	Yes	No
No relatives/ friends of the students are on the staff		
Persons with MSW qualification are on the staff		
Varieties of learning opportunities are available		
Considered to be a potential agency for field work placement		
Supervisory staff members are able to devote time and willing to guide.		
Professional philosophy of supervisor, and objectives of agency are consistent **with** those of social work		
Professionals with considerable years of service are on the staff to provide guidance		
Agency supervisor is committed to professional development		

16) Does your organisation has a separate policy / procedure to provide professional exposure to students who are coming for project work / field work?

a) Yes
b) No

17) Field work supervisors are expected to mentor students on various aspects related to field work and the organisation in which they are placed.

a) Strongly agree
b) Agree
c) Not likely
d) Disagree
e) Strongly disagree

18) It is the responsibility of the agency supervisor to ascertain that there is a clear balance of expectations of the agency, and requirements of the field with the needs of the students.

a) Strongly agree
b) Agree
c) Not likely
d) Disagree
e) Strongly disagree

19) Agency supervisor is assigned with the task of overseeing the performance of the students placed under him/her and to provide timely feedback.

a) Strongly agree
b) Agree
c) Not likely
d) Disagree
e) Strongly disagree

20) Does your organisation provide sufficient opportunities/exposure for the students to take up field work in the organisation?

a) Yes
b) No

21) According to your opinion, what should be the weightage of field work in MSW programme?

a) 10%
b) 20%
c) 30%
d) 40%

22) Do you think that field work education is

Response	Yes	No
Well designed to prepare the trainees		
Properly supervised		
Meaningfully coordinated within larger educational programme		
Objectively evaluated on the basis of core competencies demonstrated by students.		

23) As a supervisor, would you like to contribute to professional growth and make it stronger?

a) Yes
b) No

Section IV: Performance-Related (Student-Related) Aspects of Field Work Practicum

(Provide your response based on your past experience in the role)

24) What are the expectations from the students :

Expectation	Yes	No
Follow the policies and practices of the agency		
Maintain confidentiality of information gathered.		
Student has to take the prime responsibility in completing the field work programme successfully.		
Students are expected to behave in a professional way and follow code of ethics as a guide in ethical behaviour		
Maintenance of attendance and timings throughout the placement		

25) Are the students trained adequately to become professionals by the time they complete the course work?

a) Yes
b) No

26) Do you say that frequent and timely feedback have been provided to the institution (school) and the student on the performance and expectations?

a) Yes
b) No

27) What is the duration of time a student spends in the organisation for concurrent field work in a week?

a) Less than 5 hours
b) 5 hours to 10 hours
c) 10 hours to 15 hours
d) 15 hours to 20 hours

28) Have you been given the field work education manual (or a detailed note on field work)?

a) Yes
b) No

29) Are the students able to assimilate the theory learnt in the classroom and connect the same with the practical situation in the field work agency?

a) Yes
b) No

30) Are the faculty members in the school serve as liaison between agency and school?

a) Yes
b) No

31) Are meetings among field work supervisor, faculty supervisor and student held frequently?

a) Yes
b) No

32) Have you provided informal supervision throughout the student's placement (at least one hour of informal supervision for each student/week)?

a) Yes
b) No

33) Are you aware of the philosophy, content and courses of social work and expected level of student performance?

a) Yes
b) No

34) How much time do you spend with each student per week to review the progress and to discuss practical aspects of profession?

a) Less than one hour
b) 01 hour – 02 hours
c) 02 hours – 03 hours
d) More than 03 hours

35) Are you able to resolve the problems of adjustment of students, if any, during supervision?

a) Yes
b) No

36) As a supervisor, how do you rate the issues concerned with field work trainees?
(On the basis of your observations, please mark your response)

Evaluation parameter	**Not satisfactory**	**Satisfactory**	**Good**
Ethical conduct			
Compliance with agency policies and conduct rules			
Method of record keeping			
Attendance			
Tardiness			
Practice - quality learning			
Confidentiality of information gathered / work carried out			
Sincerity in undertaking work			

Ability to meet learning requirements/ expectations			
Inclination to learn			
Interpersonal relations			
Ensuring personal issues /problems, if any, are independent of field work performance			
Ability to integrate theory with practice			

Section V: Suggestions

37) What are your suggestions to improve the quality of field work?

Suggestion	Yes	No
Select an agency which provides quality field work exposure		
Select an agency which has a professional social worker on the staff		
Students are to be prepared (oriented) by the school well before sending them for field work		
A well-organized co-ordination between agency supervisor, student, and faculty supervisor is necessary		
To improve quality of social work education in general, and field work education in particular, involvement of agency supervisor in academic activities is required		
Prepare field work manual so as to make the issues / rules explicit to all stakeholders		
An orientation on code of ethics is to be provided to students before their placement for field work		
Agencies be given choice to select trainees on basis of their policies and programmes		
Effective evaluation format to be evolved for use of agency in assessing students' training effectiveness		
Services of agency supervisors (if qualified) can be used as examiners for field work practicum		
Any other		

38) Do you feel that the field work practicum helps the student in better understanding the profession?

a) Yes
b) No

PERCEPTION STUDY ON SOCIAL WORK EDUCATION AT POST-GRADUATION LEVEL

(A Questionnaire for Senior Social Work Professionals)

Preamble

The questionnaire is administered on senior social work professionals (qualified MSW professionals) who are contributing to the fields of Academics, Industry (as HR professionals & Counselors), Community Development, Medical and Psychiatric Social Work, Family and Child Development and others. The aim of the study is to gain insights and general impression of social work education based on what the senior social work professionals have observed / heard in the recent times. The responses from the survey will be consolidated to arrive at common perception of what senior social work professionals think of the course at post-graduation level in the recent times.

The responses from the study will be treated as anonymous and will be used purely for constructive academic purpose only.

Personal and Professional Details

Name (optional) :

Age :

Gender :

Field of Specialization / Special Interest at PG Level:

Field of Work / Position Held :

Part A: Issues Concerned with Admission of Candidates, Duration of Course and Composition of Teacher-Students Ratio

On the basis of your impression / observation and hearsay from the fraternity, kindly provide your opinion on the following questions:

Question/Statement/Issue 1: What according to you should be the academic background of the candidates to get admitted to MSW Course?

- **a.** Only for graduates of Arts/Social Sciences.
- **b.** Only for graduates of Social Work/specified subjects.
- **c.** For all graduates including of Medicine & Engineering.
- **d.** For all graduates except of Medicine & Engineering.

Question/Statement/Issue 2: What according to you should be the process of admission to MSW course?

- **a.** Through Entrance Examination
- **b.** Through Entrance Examination & Group Discussion + Merit of marks scored in graduation course
- **c.** Through Entrance Examination & Personal Interview + Merit of marks scored in graduation course
- **d.** Only on merit of marks scored in graduation course.
- **e.** Entrance Examination + Merit of marks scored in graduation course

Question/Statement/Issue 3: What according to you should be the duration of MSW course?

- **a.** Existing two years
- **b.** Three years
- **c.** Any other - specify

Question/Statement/Issue 4: What according to you is the ideal Faculty: Student ratio?

- **a.** 1:10
- **b.** 1:15
- **c.** 1:20
- **d.** 1:25
- **e.** Any other - specify

Part B: Curricular Issues

Question/Statement/Issue: How do you rate the following as they exist now?
(on the basis of your observation/hearsay)

5) Evaluation Criterion 1 : MSW Course Curriculum	**Good**	**Average**	**Needs Improvement**
Theory content & Relevance			
Field Work Practicum			
Project Work / Dissertation			
6) Evaluation Criterion 2: Performance of Students			
Punctuality in attending academic activities			
Academic interest			
Knowledge on current affairs			
Display of passion for the course			
Willingness to learn new things			
Interest in Professional career			
Self-motivation in acquiring competencies			
7) Evaluation Criterion 3: Outlook of MSW Course			
Importance of Social Work Education in modern times			
Career opportunities for students			
Output / supply of qualified students to the job market / professional field			

Question/Statement/Issue 8: Do you think that schools of social work should regulate the intake of students to MSW course as the supply of qualified social workers has exceeded in the recent past?

Yes / No

Question/Statement/Issue 9: Are the schools of social work imparting requisite competencies (Knowledge, Skills, and Values) to students of MSW course?

Yes / No

Part C: Other Professional Issues

Question/Statement/Issue 10: Have you ever regretted your decision for having pursued MSW course?

Yes / No

Question/Statement/Issue 11: Would you recommend / advice the wards of your friends / relatives to pursue MSW course?

Yes / No

If Yes: a) in any school

b) in select school

c) any other -specify

Question/Statement/Issue 12: Do you feel that all social workers, irrespective of their field of practice/interest, share a common professional identity?

Yes / No

Question/Statement/Issue 13: Do you advocate professional status to social work like other professional courses?

Yes / No

Question/Statement/Issue 14: Are you confident that social work in the days to come will have ……..

a) A clear professional identity? Yes ☐ / No ☐
b) Public recognition : Yes ☐ / No ☐
c) Professionalization : Yes ☐ / No ☐

Question/Statement/Issue 15: What are your expectations from the present MSW students (professionals-in-making)?

Expectation	Yes	No
Loyalty/commitment to profession		
Good communication skills		
Willingness to take up higher responsibility		
Good interpersonal relations		
Good Behavior: Dependable persons		
Pleasant manners		
Any other - kindly specify		